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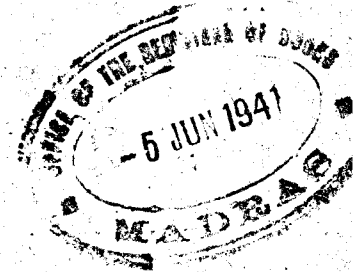
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THE INDIAN EDUCATOR

MR. V. ARAVAMUDA IYENGAR, B.A., L.T.— *Managing Editor.*

Vol. XVII.

MADURA : MAY 1941.

No. 5.

Hitler's Educational Plan.

By SRI SANTOSH KUMAR DE. M. A. (Cal) & H. Dip. Ed. (Dublin),
Cer. Psychology (Edinburgh).

It is very difficult to believe that Hitler, the devout devotee of Mars, the thick-skinned diplomat, the terror of the world, would ever bother his head about the educational policy of his country. The educational policy of a country or a nation has, from time immemorial, been laid in the hands of meek philosophers and poorly paid teachers. One is really astonished to see that a war-monger, a steel-hearted soldier to whom the life and death of millions of men is a matter of very little importance has thought so deeply about education for the uplift of his countrymen. Hitler has not merely thought of educational policy, but he has given a definite shape to his ideas and has held up a practical scheme of education before his country. This education has, of course, mainly derived its inspiration from the Spartan source, still it would be doing sheer injustice to him, if it is said that it is a blind imitation of the Spartan education.

If we go through the scheme we shall see that Hitler has burnt many a midnight oil over the subject and many modern educationists will not hesitate to accept much of the plan. How far Hitler has given his thoughts for the education of his people and what his educational plan is will be very briefly delineated here.

For the thorough understanding of this educational scheme of Hitler one should have some idea of the condition of education in pre-Hitler days, but that would involve such time and space insufficient for an article like this; so instead of trying to do that, we should begin to discuss the educational scheme of Hitler at once.

According to Hitler, since the last European War, decay and despair was visibly marked on the face of the German nation. They could

not show their full energy in whatever work they undertook to perform. For this, Hitler says, the German system of education alone was responsible. Pre-Hitler German system of education was full of faults and foibles; the most conspicuous of which was according to Hitler that education was one-sided. The whole system of education was so planned that the entire nation became burdened with knowledge but they were blind to the growth of the other side *i. e.*, they wanted the development of the head at the cost of other limbs. There was nothing in the educational policy of the Government that would make the nation practical, that the people might take responsibility in their own hands, that they might possess strong will and firm determination; in short, the character of the nation might be formed. As a result, the nation became a band of reputed scholars, but there was lack of iron-willed, resolute men of character *i. e.*, people who would be the leader and guide of the whole nation. The scholarship and learning of the German people spread all over the world, they began to be respected everywhere for their sharp intelligence and encyclopaedic knowledge but they were ridiculed everywhere as a nation having no practical ability, as idle idealists, lotus-eaters and subtle intellectualists. There might be nothing wrong in dedicating one's life in the search after knowledge, provided the nation had not to take responsibility,—its defence and government had been laid in some body else's hands. That is, such a system of education can be tolerated under a kingly form of government, but under a government where the people will have to undertake the responsibility in their own hands, will have to extend the frontier, or will have to dominate over others, such a system of education will prove ineffective. An empire cannot be built up or protected by a spineless nation with its head stuffed with indubitable knowledge. King's or Emperor's seat is established on the weakness or timidity of a nation; so a great monarch and a great man cannot flourish at the same time in a state — they are incongruent. So the monarchical form of government never makes any provision for the free thinking of the people, never wishes to see that the nation becomes powerful. So Hitler is of opinion that the system of education in the day of Kaiser will never serve any purpose in Nazi days. The lost glory of a country can never be brought back by weak, emaciated and physically wrecked scholars. The nation, from the very beginning, should be so trained that it becomes daring, desperate and resplendent with health and spirit. So Hitler says; first of all the people should be trained to make their physique hard as steel. None can neglect his body simply because it is his own; for as he is under the state so his body belongs to the state, and he shall have to sacrifice it for the cause of the state.

"It must rid itself of the notion that management of the body is the business of the individual alone. No one should be free to sin at the expense of posterity, that is, of the race."

Boys and girls, young men and women, one and all must spend their leisure period *i. e.*, the time after work or study in physical culture instead of whiling away their time in the street, cinema, opera, theatre, cabaret or variety show. If studies or culture suffer to some extent for spending time for the improvement of the body, it will not matter much. To keep one's soul uncontaminated from the vitiated atmosphere of pleasures and temptations all around, one should spend one's leisure period in physical culture. Hitler can never approve of students or young men visiting erotic picture houses. According to him the chief aim of education is to keep the physical and mental health of the nation unimpaired. In this matter the question of personal freedom does not crop up at all.

"The right to personal freedom comes second in importance to the duty of maintaining the race".

Nor does Hitler approve of students' visit to art gallery, (kunststatte) specially those art galleries where naked or objectionable statues or pictures have been preserved with the warning "for adults only" on the pretext of the culture of arts. Hitler fails to understand how a picture or a piece of art objectionable to children may be a source of learning to an adult. The principal tune that is constantly vibrant from the beginning to the end on the strings of his educational plan is that firm national character should be earned. He wants the whole nation to be strong men of character. By character, he never means mere physical purity. He says, if a nation possesses mediocre intelligence and with it if it can claim robust health, firm character, patience, perseverance, self-reliance and strong will-power it is bound to be a success in this world. Spineless intelligentsia are objects of pity to Hitler.

"Our political preparation for war and our technical armaments were insufficient not because the brains governing our nation were too little educated, but rather because our rulers were too highly educated, stuffed with knowledge and intellect, and empty of sound instinct and utterly wanting in energy and boldness."

Hitler never believes, that strong character may lodge in weak body. He thinks shattered health and weak body are the root of all immorality, impurity and corruption. So in his educational plan Hitler says again and again,—'have a good Physique, make your body as hard as steel, let it be able to bear all reverses without murmur'. He

has made physical exercise compulsory in all schools and colleges. All boys and girls, young men and women, shall have to take exercise at least for one hour, daily in the morning and the evening.

"Boys in a Labour camp are occupied with either manual work, organised games, or lectures from 5 a. m. to bed-time at 10 p. m. so that no time is lost for a boy to think for himself. It is said that 1300 camps are so organised that every boy in them is doing the same thing at the same time."—so says one critic in criticising Nazi system of education. This rule applies to those also who are out of schools or colleges. This physical exercise must be taken by every body so long as the development of the body will go on. This exercise may be either in the form of play or in the form of wrestling. Of all exercises, he says, boxing is the best, although the cultured people may look down upon it, or may think it as meant for the vulgar. According to Hitler, boxing requires ready wit and alertness and it increases courage of a man and makes his body strong and pliable.

His second point in educational reform is that the whole system of education should be so reoriented that as a result of that, strong self-reliance grows among the people. They should be given this lesson that they are in no way inferior to any European nation, rather they are superior to any nation and that they are unconquerable. This lesson should be infused in the mind of all Germans.

"Their whole education and training must be directed towards giving them a conviction that they are superior to others."

Hitler thinks by this conviction that the nation will be able to recover its past glory.

His third point is—the nation should learn discipline. From childhood they should learn to obey the orders of the higher officers and superiors with this object in view that one day they should also order and guide others. The whole nation should have full confidence in his own power and there should be *esprit de corps* and finally they should learn that the German nation is unconquerable. All educational institutions should broadcast this idea.

His fourth point is—silence. Hitler never likes a chatter box. According to him a nation should do its work silently and should keep its success a secret. If children are not taught to curb their tongue, many secret things which an outsider or an enemy should not know, become public. Every nation has many a thing to keep secret viz: things concerning war, trade and commerce, defence and safety of the country. If the nation does not learn that silence is golden from infancy

in schools or colleges, it would simply be impossible for them to keep these things long concealed.

"Did German education before the war ever bother to represent silence as a manly virtue? No, for our existing school system regards that as a trifling matter. But that trifling matter costs the state untold millions in law expenses, since ninety percent of the cases and the like arise simply from inability to keep silence."

His fifth point is,—cramming should be eliminated. He says, "Knowledge obtained by cramming will not produce the inventive qualities but only that which is inspired by talent."

After these remarks on general education, Hitler criticises how scientific education should be imparted. He believes, scientific education is very much necessary and the life and death of a nation depends on it. So he earnestly desires that the cultivation of science should spread to all, but he does not see eye to eye with the method in which scientific education is given. He proposes three important changes in this direction.

(1) First he proposes, as the syllabus of the German Gymnasium (general school) and the "Oberreal Schule" (Modern School) is very heavy as to tell upon the health of the children, they should be reduced, and specially the subjects that rarely come to use even in advanced life, should be carefully eliminated from the syllabus.* These unimportant subjects seldom come to use in practical life, so people forget them easily. The syllabus of these schools should be reduced to minimum for the average merited students but provision at the same time should be made for additional subjects to meritorious students, and these additional subjects should be elective and subjects that require specialised knowledge should not be introduced at this stage.

(2) His second suggestion about scientific knowledge is that a clear line of demarcation should be drawn between industrial and technical knowledge on the one hand and special knowledge on the other. Those who want to have special knowledge in industrial or technical subjects must have also liberal education along with it i.e., they should have to study humanities, literature etc. The reason that he assigns for this is that those who will thoroughly devote themselves to special

* The subjects studied in these schools are:— History, Geography, Mathematics, Hebrew, Greek, Latin, German, French, English, Drawing, Music, Science, Logic, Metaphysics, History of Philosophy, and Theology and the period of study is from 8 to 10 years.

technical or industrial knowledge must have some acquaintance with humanities, otherwise they will never be able to be liberal minded and will consequently selfishly run after the pursuit of Mammon worship.† Trade and industry of the country should be developed, but that should be inspired by a noble ideal and most disinterestedly i.e., in the development of industry there should be no question of personal profit. The development of trade and commerce and industry means prosperity of the country, of the nation—there is no room for self-aggrandisement here.

(3) His third suggestion is, the aim of national education should be to think science as the only means of expressing the nation's pride and glory. The ideal should be kept in view for writing the history of the world, the history of the nation and the history of civilisation and education should be based on this ideal. When a German invents something, he should be honoured not only as an inventor but also as a German, as a citizen of the German Reich. A great writer, a great inventor will be an object of adoration simply because he is a German. The great German writers, inventors, and eminent men of the past age should be held as ideals before the nation and the youths should be inspired, and their love for the country should be awakened by their name.

After this Hitler says, how history should be taught. He says, there should be a thorough change in the attitude of teaching, both from the students' as well as from the teachers' point of view. History should also be written with a new object in view. In the name of teaching history in schools or colleges undue stress is given only on the dates of birth and death of kings and important personages, whereas the real facts of history are overlooked. True history of a country is not a mere catalogue of dates or names of kings and emperors; still these things occupy a conspicuous place in history, whereas what is true history generally recedes to the background. He says, real history should be written and the teaching also should be given from a realistic point of view and for this the subject matter should be considerably reduced; for the aim of teaching history is not merely to know only what happened in the past, but to find out the secret, how a nation can preserve its existence for ever, to get the light to show the future path that a nation will have to traverse. For the thorough understanding of history, one should

† The discourse, Science vs. Art is not new. It has been going on since the days of the Greeks. This opinion of Hitler tallies with that of Plato to some extent. Prof. Dewey's opinion should also be considered in this connection. He says, the aim of science teaching should be not only to make man greater worker but profound thinker etc.

preserve its connection with ancient history and for this, Hitler says, the History of Rome is the best means.

"Rightly conceived on broad lines, Roman history continues to be the best instruction, not only for now but for all periods."

Then should be written the history of the world and in that the nation should occupy a conspicuous position.

After the completion of general education, military education should step in. When a student finishes his military education, his education should be considered as complete.

"This education should be completed by service in the army just as for ordinary Germans the period of military service ought to count as the conclusion of normal education."

German children are systematically hardened in mind and body. "German youths," says Hitler "must be as hard as steel from the factories of Krupp."

About female education Hitler says that they should also first build up their body by exercises, then they should be trained to form their character and last of all they should devote their time to the improvement of their brain. His final word on the aim of female education, perhaps none would, in these days of female awakening, acknowledge as final. He sums up in a few words the aim of female education.

"But the one absolute aim of female education must be with a view to the future mother."

Perhaps he met with some woman resplendent with uncommon beauty and majesty, that is why he wants to say the *summum bonum* of a woman's life is her motherhood. He never approves of the higher education of girls and he also equally disapproves of the rivalry between man and woman that is going on in Europe and America to-day. In his concerted opinion the sphere of activity of man and woman is entirely different—if they go to compete with each other in the same sphere it would produce only discord, and the harmony of the nation will be destroyed. He calls women and says, "Go back to your kitchen—that is your proper place." To Hitler women is better known in her pristine glory of motherly form than as an object of passion. Perhaps his idea can be better expressed in the words of the poet:

"Womanliness means only motherhood.

All love begins and ends there.....roams through.

But, having run the circle, rests at home." *

* Robert Browning: The Inn Album.

War or preparation for war seems to be one of the key-notes of the whole teaching plan. A favourite school marching song that looks to victorious war is given below :—

“Though the whole world be ruined
around us after the days of war,
What devil do we care—we don’t
give a hoot any more.
We will go marching forward though
every thing falls away,
For the world will be ours tomorrow
as Germany is to-day.”

Hitler also opines how the youths at the end of their educational career should be absorbed in the state service. This is not, of course, strictly in conformity with the subject of our discourse; still, it is better to have some idea of how Hitler thinks of it.

In his opinion only the fittest men, to whatever class they may belong (not the Jews of course) should be taken in state service. Generally people belonging to high, aristocratic or influential family monopolise fat-salaried responsible posts. Hitler strongly disapproves of it. He rather wants to see that the state services are largely filled in by the sons of common people, for, he says though the children of the upper class people show greater talent in academic life, yet that talent can never be called real talent. The bourgeoisie children can show this talent simply because they get greater facility in every respect than the proletariat children. The workers, peasants, labourers—the so called people of the lower strata of society can also show this talent, if they get adequate opportunity. So if greater facility is given to these people, if they are encouraged by all means, the result would be that the talent, now confined to the upper class people, will spread to the total mass of the nation and thus instead of a particular class or sect the whole German nation would get place and dignity.

“It is not its (national state’s) duty to confine deciding influence in the hands of an existing class of society but it is its duty to draw the most competent brains forward out of the total mass of the nation and promote them to place and dignity It should consider it its highest duty to open the doors of the highest state educational establishments, without distinction to talent of every sort, in whatever class it appears.”

“It will be the duty of the national state in its educative capacity to see to it that there is perpetual renewal of the intellectual class

by fresh blood from below. It is obligatory on the state to select with the utmost care and exactitudes from the whole sum of its nationals all human material with obvious natural talent, and apply it in the service of the state.” This remark of Hitler should be taken into consideration.

Hitler is neither an educationist nor a philosopher. His life has been spent in battle fields, in diplomacy and in forming blocks or parties; still none would have any valid objection to agree in many points with what he has said of education. According to him the aim of education should be to make the whole nation strong, able-bodied and men of character; self-confidence and self-sacrifice should be inculcated in the heart of the people and this education should be broadcast among all classes and sects. All educationists from Socrates down to our time who have discussed the aim or ideal of education have said the same thing; so I think none should raise any violent objection to this educational scheme of Hitler; but when the plan is analysed, perhaps many would differ; still when we remember that a soldier and demagogue like Hitler thinks so deeply about education, we cannot but wonder. There is no doubt that the whole scheme has been planned to turn out leaders and develop the harder virtues of discipline, self-sacrifice, hard work and physical endurance. One critic says, ‘The Nazis have given Germany a most efficient system of education, the aim of which is quite frankly to turn out millions of young Germans with wonderful bodies and with characters stamped all in the same mould. Hitler wants to turn the whole nation to an invincible military nation.’ Here we cannot agree with him. Truth, beauty and good—that can make a nation immortal—to which saints and sages of all ages have paid homage and sung halliluja, is far from the ken of Hitler. If one does not admit truth, beauty and good in life, it would appear one day in its terrific aspect! It would be too late then! Who knows, perhaps, that is the stage through which Germany is passing!

In his educational scheme Hitler has given vent to a feeling of robust life-force. He wants to infuse a new spirit in the heart of the nation. He wants to say as it were :—

“Be thou, Spirit fierce,
My spirit. Be thou me, impetuous one,
Drive my dead thoughts over the universe,
Like withered leaves, to quicken new birth.”

Pedagogical Cargo.

By A HIGH SCHOOL ASSISTANT.

An experiment was carried out in America to discover the relative extent of moral influences on children. Somewhat startling results were obtained. The moral influence of the Sunday School Teacher was found to be zero: that of the day school teacher 8; that of the Cub and Scoutmaster 20; of the father 40; of the mother 60; and of the child's friend 78.

The men who control the education of the young, whether as teachers or administrators, are not to be regarded as merely agents charged to see that they keep step with the march of the age. They have two other duties equally important. One is to see that ancient values are not lost, that activities which have played an essential part in the evolution of the man's spirit are kept alive to continue their historic, formative and sanctive work to-day. The other is to exercise a prophetic role, to read the signs of their time, to be bold to say, "Thou ailest here and here" and to shape the education of children so that the defects of the children may be corrected or abated. Things cannot go well with a community unless its leaders in educational thought and practice are men of outstanding character, wisdom and insight.

How is the teacher to be helped and encouraged to preserve his intellectual freshness and to keep abreast of the growth of knowledge?

By some systematic arrangement of "study leave" which will make it possible for a teacher to give himself wholeheartedly to the refurnishing of his intellectual equipment without being harassed by doubts as to whether the price he is paying for it is too high.

The picture of the automatic functionary in the headmaster's chair, bound and shackled by regulations and prohibitions, forced to administer his school along narrow traditional lines, harassed by Inspectors, crushed beneath the hand of the bureaucrat, is familiar enough. It is strange that, in face of the obvious facts, this legend persists..... Whatever may have been the case in the days of the three R's and of payment by results, it is seldom today that a Headmaster is denied opportunity to express the faith that is in him. A man who cannot deal successfully with external powers when his own convictions are sincere cannot be considered fit to shoulder any but subordinate responsibilities.

What about the Headmasters of the High Schools of our Presidency?

It is for the Secondary School teacher to make of the bundle of unco-ordinated interests, enthusiasms, emotions and bits and pieces of knowledge with which he is confronted when a boy comes to a Secondary School between the years of eleven and fourteen, a sentient, tational, organic being at harmony with his environment both at school and in the outside world.

The pupil should be a willing participant and not an imprisoned galley slave in the voyage of exploration. School work to the boy should not appear as occasional flashes of inspiration or quickened interest, sandwiched in between stretches, sometimes lengthy, of monotony, but adventure, discovery, excitement, knowledge, appreciation and even life.

The task of the teacher is more difficult than before; to apply a timetable and to give prepared lessons is less difficult, but to understand the development of children, to foresee their changing needs and to supply the right kind of help at the proper time—and to do this for a large number of children who are developing at different rates, and whose needs are always individual and particular—is a task which demands not only the everlasting virtues of patience, sympathy, and insight, but also the intellectual power to apply general rules to constantly changing circumstances.

No longer is the Inspector regarded as Nero's emissary. His duty is to help and advise and with him are associated kindly interest, detachment, humour, much knowledge of educational pamphlets and official pronouncements, a great contempt, which usually finds utterance, for the financial advisers to the Board of Education, good appetites and a fund of anecdotes about their colleagues and teachers which is a source of perennial joy. There are few schools today where he is not an honoured guest.

Through our constant wielding of authority we become pompous, or through our passion for correctness we become pedantic, or through our habit of setting others right we become priggish.

And so one way or another, we are in danger of bearing the disagreeable marks of our profession, of being very touchy, and so unteachable, of becoming rather ludicrous or pathetic figures, making ourselves responsible for everyone and everything except ourselves.

Childishness of the Grown-up.

By PROF. ANJILVEL V. MATTHEW.

The boast of man is that he does things in a rational manner, and not impulsively as other animals. He says that as a small child he too started life with impulsive movements and activities, but then when he reached the age of discretion he got over the impulsive stage of life and now he does things rationally. We all hold that one of the sure marks of maturity is the control that we are able to exercise over our primitive fears, passions and impulses. Our "reason"—the developed sense of casual relations and consequences—enables us to put a break over our primitive passions and drives. The small child has no such control, but when he gets older he fast develops a certain kind of logic—a system of purposes and reasons. In this respect he is definitely better than the cleverest of the other animals, for his system of purposes and reactions is possible only through an ability to generalize on given premises, which is not so well marked in even the highly intelligent chimpanzees. But the logic of the small child, of say years one to four, is definitely different from that of the adolescent lad. If the mother is absent for a few hours, nay sometimes even for a few minutes, the little child has a vague fear that the mother is dead or has deserted him. If a child finds that the attention of the mother is given to a new arrival, a little brother, then he fancies that the little fellow is an enemy and that he must be disposed off, and the childish way of disposing of an enemy is to kill him; and death thoughts are numerous in infant thinking. If father is unkind, or if an elder brother is unkind, he should be got rid of. But the little child has thoughts other than murderous, and, if the psycho-analysts have given us the correct interpretation of child behaviour, the fear and anxiety of the little child is due to natural reaction of the super-ego of the child in the form of a sense of guilt and a tendency to seek appropriate punishment for the guilt.

The Individual Psychologists insist on another important characteristic of the small child *i. e.*, his sense of utter helplessness and the consequent need of his being attended to by the parents, especially by the mother. The child, according to Individual Psychology, indulges himself in screams and creates problems for the mother and other relatives in order that he may get their kind attention. By good behaviour, or ill, he wants to keep himself at the focus of the family's attention. He may sometimes do it by behaving in a very pleasing and docile manner; for this reason one should be cautious in regarding the exem-

plary good nature of the child as an entirely satisfactory affair. If good behaviour does not succeed, he may create such new problems as night terrors, bed-wetting, frequent illness or accidents. These things are not done consciously, but there seems to be a clear unconscious motive in these behaviour patterns, viz., to get back to the central position in the family's attention.

Psychologists have recognized what is called a repetition-compulsion, a tendency for a person to repeat on subsequent occasions what he once found to be effective. Many of our early habits get confirmed in this manner, and we have a tendency to persist in our infantile motives. The reaction to these motives may vary according to the age and development of the subject, but unfortunately for the social efficiency of our lives the early fears, anxieties and motives survive our childhood days. As a matter of fact the private logic we unconsciously harboured in our childhood continue unconsciously within us in our adult life.

Our lives are affected by all that has happened in and around us right up to this moment; but of all these past experiences none has been so formative and epoch-making as those of our earliest years. Years of schooling and training, of contact with representatives of other races and nations, of travel and contemplation, have not been able to obliterate the past. Some of us had an over-fond mother, who anticipated all the needs of her little child. This has generated within us a tendency to look up to the mother, or a mother-surrogate for all the little necessities of life. When such persons become headmasters or superintendents of educational institutions, or managers of business houses, they have a tendency to expect that they will get all the credit of running the house with some one else to do all the drudgery. Sometimes this is done with an air of generosity, for the person concerned will rationalize that he wants other people to be trained and it is to their advantage that he refuses to enter into details. If anything goes wrong he blames it all in a childish manner on the others who were expected to do the hard job faithfully.

Or it may be that the most potent engram complex of early years is that of a harsh parent, who was exacting in his demands of discipline and order. Melanie Klein speaks of a child she psycho-analysed. In the course of analysis the child played the part of the mother, and spoke to the analyser, as if she was a child, and said that sucking the hand was the "Child's" chief fault. Such projection and over-compensation have their root in early childhood, and when persons with these conscious mental mechanisms grow up and enter into

responsible positions they are very likely to project their misfortune on others. The old sense of guilt still operates in them, and instead of blaming themselves, they blame those with whom they have to deal.

Children who have had some kind of sexual shock in childhood are particularly sensitive to all sex questions in their adult life. They may be too timid or too forward in their social life, may be suspicious of the motives of others, and may be over critical regarding the real or imaginary sexual lapse of their friends and acquaintances. If such persons are placed in the management of boarding-houses of boys or girls, their supervision is likely to be highly taxing to themselves and to those left in their care, unless they have the good fortune to have a correct and re-educated view of their early experience and the permanent impression it has left on their outlook. Their early experience may have left within them a vague and diffused sense of general anxiety which expresses itself in various ways not usually recognized to have a sexual origin. For instance it may manifest itself as an exaggerated love of order, cleanliness and sanitation. We may have noticed that old spinsters and bachelors are particularly insistent regarding the codes and rituals pertaining to their drawing rooms, bed rooms and toilet. Readers will do well to examine how far wise and desirable it is to hand over the care of the young to such persons. Anxiety of the kind I have mentioned may express itself as an unaccountable prejudice against certain individuals or as a general timidity or as that subtle form of inhibition in social intercourse known as shyness. It may again appear as indolence, lack of steady interest and a tendency to put off to the last minute anything that has to be done.

Physical factors such as poor vision, hardness of hearing, speech defects in childhood, spinal curvature, or even an awkwardness of gait may have lasting effects on the amiability of a person. One of the ablest professors of the mission college in which I was educated was generally respected and feared, but he was not much loved—for, he was very cutting and caustic in his remarks. What we students in those days could not understand was that his bad temper was due to a heavy physical handicap which nature laid on him. For the same reason we find undersized persons often pronouncedly egoistic—they try to impress on the world that though they are small in body, they are not any the less worth the notice of other members of society than those cast in bigger physical moulds. One of the provocative factors of the German sense of wrong would have been less furious if nature had blessed poor Goebbels with a more normal pair of feet! These defects and handicaps often sap one's sense of self competence. If play-fellows un-

thinkingly make fun of an unfortunate person he is not likely to be socially adjusted. The solitary child, whether he is made solitary by the gibes of his companions or whether he is an only child in the family with no opportunities to play with others, is likely when he grows up, to meet with difficulties within himself which better-favoured individuals do not experience.

Handicaps of this kind, one or another, are likely to exist in the lives of all us; but there are occasions or situations more trying than others, and it is then that they come remarkably to the fore. Let us now consider a few of these particularly trying situations. All normal people find satisfaction in work whether that work is of a particularly utilitarian kind or not. But this satisfaction is not equal in all persons. Those whose work is congenial to them find positive delight in it but all persons are not so fortunate as to get work which is entirely to their taste and ability, and in such situations old complexes manifest themselves. To some their work is too taxing and they fuss over it. Their want of inward happiness is reflected in the way they do their work and, as we have already observed more than once, in their attitude towards their associates. There are others who have to drudge on work that is too light for their intelligence and aptitude. Some have to work with colleagues whose association makes heavy demands on their emotional balance and strength, who suffer from their own unhappiness and are too ready to project their misfortune on to others.

If with these handicaps our friend suffers also from an unadjusted sex life his position is hard indeed. Here I do not particularly talk of the sex complexes I referred to a little ago but to one's present sex life. He may be a married man, and he may not find adequate adjustment on the part of his wife. She may be too cold and frigid, or, as more rarely happens, excessively stimulated. Or the man may be unmarried, and finds that, for some economic or special reason, he cannot attain to married happiness. He may try to submerge his sex urge in a frenzy of useful occupations or public service; nevertheless he finds himself on the whole vaguely dissatisfied, restless and irritable, which condition he may not often be able to trace to the right source.

Another aggravating situation in the life of many ill-adjusted folk is also internal and arises from their setting too high a standard before themselves. They are like the neurotic child who is always on the look out for the exacting demands of a stern father; only the father is within himself. They place too high a standard of achievement before themselves and are as it were defeated by their own ideals. They attempt narrowing their interests to their routine work, have no time for

play or amusements, and become over-critical of those who happily can take life less seriously. This narrowing of interest is more often an obsessional symptom than a healthy means of sublimation.

Symptoms of 'ill-adjustment, referred to in passing more than once, are numerous. Quarrelsomeness and irritability is one of the most frequent and unmistakable signs of an unhappy internal order. In any intercourse with others the insecure person takes an extremely personal view of things. He considers every question subjectively and cannot take an impersonal objective view of it. There are two attitudes to life possible, as a popular writer puts it, the 'feeling-about-ourselves' attitude and the "feeling-about-others" attitude. The adult attitude is the latter, while the former attitude, the feeling-about-ourselves attitude, is an infantile attitude. The unhappy teacher whose attitude is always subjective is critical of his students; he sees more of their faults than of their merits, he believes more in punishing them and goading them on to work rather than in appreciating their progress. In his relations with his colleagues, he is jealous, fault-finding and often back-biting. In common activities he does not take part unless he gets a leading part, and as he does not often get this he sulks and non-co-operates, and the more he sulks the more he is left to wallow in his own morose isolation. In his relation to his superiors he is either cringing and punctiliously obedient, or is haughty and petulant, and sometimes both by turns according to the logic of his infantile whims.

Now let us take one of these unhappy persons in the role of an administrator. Sometimes he is an idler and expects all the work to be done for him by his assistants. Suppose he is a superintendent. A superintendent's post, according to him, is a sinecure post. As has been pointed out earlier in this paper, he is the adult spoilt-child who expects others to serve him. More commonly however the unhappy administrator is one who buries himself in his work so completely that his work is an obsession to him. He has, as has been already noticed, no wide interests and tries to belittle those that have. He whips himself to restless activity and expects others too to dance to the same tune. "I spare not myself, and I spare not my subordinates either," he says with evident satisfaction and truth. For, it is true that if he had more faith in himself, if he were more free from an inferiority complex than he actually is, he would have spared himself happily and would have been able to impart some of his spontaneous joy to others as well. As he is not sure of himself he is happy to hear from others his own praises, and prefers the company of those who give him what he wants — the assurance that he is efficient and competent — to the company of equally, if not

more, loyal and capable friends and subordinates who may not be so fulsome in the expression of their praises.

The private logic of the infant holds to the "sour-grapes" theory, that what is not obtainable to him is not worth obtaining. The student who cannot work hard and consistently, decries the intelligence and reward of those class-mates of his who persist in their effort and win laurels. "I could also have done it if I too had cared to drudge as he did, but I do not care to," says he. The administrator too has the same temptation of decrying other persons' abilities, and when one of his subordinates is offered an honorary job of trust and responsibility he not only looks askance at it but tries to raise actual difficulties in his way. Where the superior has more faith in his own intrinsic ability and competence, his attitude towards his junior colleagues is definitely different. Not only in secular departments but even in the affairs of the church and the mission this unfortunate weakness often prevails. It is not a rare complaint in Mission politics that where a senior missionary 'proposes' a project, money somehow comes forth; while for an equally if not more appropriate project which emanates from a lower source financial stringency is inevitably present. The cause of this not very amiable psychological phenomenon in the mission field may be the sense of inferiority engendered in some far away home, across the seas, two or three score years ago.

Symptoms of unhappiness may be noticed in the personal appearance of the patient. Some people make a show of wealth and importance by their costly or gaudy dress, highly furnished drawing halls, stream-lined automobiles and glittering ornaments. It is not the rich only who have the temptation of self-display. When push-bicycles were a novelty a young man in a South Indian country town sold his ancestral plot of ground and bought a cycle. Members of certain families who can hardly buy a sufficient quantity of simple nourishing food spend heavily on silk sarees. An internal sense of insecurity is unmistakably revealed in these fashions and transactions. On the other hand indifference to personal appearance may also be an indication of confidence. By slovenliness in dress and general personal appearance men and women proclaim to the world their uneasy conviction that no one cares for them. Neither the show of wealth nor the show of worthlessness is in keeping with the spirit of the socially adjusted, reasonable, self-confident individual.

The most serious form of private logic refers to the health of the individual. The child separated from the mother at the time of weaning may wet her bed or indulge in passion tantrums. She expresses in

action-language her protests, and requests the mother to come to her rescue. She may also frequently fall ill at the time. The illness is not an accident nor due to any sudden deterioration of the physiological condition of the child. It is the unconscious infantile way of asking for the sympathy and attention of the mother. The unconscious cry for help and sympathy may persist into adult life. That is how we account for a large number of personal ailments—not all we readily admit; all diseases cannot be psychologically explained. However, if we suffer from severe head-ache or restlessness at night after we confront a perplexing and trying personal situation, or if we feel nausea after eating a particular kind of harmless food, or if we feel a sense of depression when we contemplate a change of occupation, the presumption is that it is more due to some emotional conflict than to some sudden depreciation of health. The disease does not on that account become insignificant; but the trouble should be rectified by our recognizing the whole situation afresh and confronting our task with confidence.

How can we face the world with confidence? This is the question of questions, and as an answer I shall make just a few suggestions. My first suggestion is that we should not make too great a demand on ourselves. We are not supermen, and any effort at attaining a superhuman level is bound to fail. What is the human level? Again this is not a constant affair. There are great individual differences, and one man cannot argue that because another has done a certain thing he also can and must do it. At the same time we have to thankfully recognize the fact that all of us can do something to make others happy, and that something is certainly worth doing. This should enter into our scheme of thoughts and must find an abiding place in our philosophy of life. Some people are happy in small situations and make others happy and cheerful from there. We learn one lesson from them, and that is, not to set too high or impossible standards before ourselves. Setting too high a standard before us makes us not only miserable in ourselves, it makes us harsh regarding the failures of others.

Second, we can afford not to worry about the performances of others. St. Peter once said that even if all others forsook the Master he would not. After he became more sensible the Master asked him: Peter, do you love me more than the others do? Peter could only answer: Master, Thou knowest all, Thou knowest that I love Thee. At first Peter thought that he should be so great as to be a tower of strength to all others. With fuller understanding he could only say

that he too loved. In that beautiful conversation the Master drove the thought home into Peter and said "If I will that John should live until I come, what is that to thee? Follow thou me." Not to do one's best because some other person is favoured more than oneself is a mark of weakness.

When Peter said what he did, he had a better comprehension of two things: that there was with failure some good in himself, and that others too loved the Master. To recognize the good in others and to share life's experiences and ideals with them gives us the outlook of what Adler calls "Community logic" or social sense, as contrasted to the "private logic" we have been considering at some length. This leads to a widening of our interests. Narrowing of interests is, as we have already noticed, a sympathetic feature. The more interested in other persons and their interests and loves and ideals we are, the more we widen our own horizon. The widening of interests should comprise not only persons but also things; works of art, travel, some special branch of study, some work we can do with our hands—all these add to our zest of life.

"Follow thou me." This was what Peter was told to do. If we have an all embracing master-sentiment, our life takes on a new colour for us. And what greater life-passion could Peter have than to follow Him who offered him and his friends His personal presence to go with them and to stand by them when they would meet entirely unaccustomed situations! The sense of security that comes from the presence of God is a stimulating force that gives His worshippers dynamic energy for high adventure.

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Some Features of the New Compulsory Physical Education Scheme.

By DR. C. F. ANDREWS, M.A., Ph. D.,
SENIOR PHYSICAL DIRECTOR, MADRAS.

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Over a year has elapsed since the issue of an order by the Government of Madras making physical education compulsory in Forms IV to VI. This order is G. O. No. MS-655-Edn., dated 17-4-1940. More is demanded of teachers and taught. Records of attendance,—the minimum attendance being 75 per cent of the physical education classes,—records of pupils' attitude and interest in physical education activities and records of pupils' physical fitness are to be maintained. The experience in the implementing of the instructions in the Order may have been varied. Many problems may have arisen. Therefore a brief discussion of some of the features of the scheme of compulsory physical education as now required is taken up in this paper.

Compulsion is made the corner stone of the whole scheme. Compulsion is always odious. Why then use compulsion? The answer is that compulsion of one kind or other is basic to life itself, and no life process is complete without it. Absolute freedom exists nowhere. Legal, social and moral compulsions restrict one's movements and actions. What is true of the average citizen is also true of the student—the citizen in the making. The student would gladly finish his student career without any effort if that be possible. But he is, and he must be, compelled to use his time diligently and to acquire habits, attitudes, interests and knowledge of use to him now and later. Even so with physical education. The student may be conscious and aware that physical activities are good for health and strength. But the flesh is weak and the spirit un-willing, and so the activities are ignored and neglected. The student should be made to acquire habits, attitudes, interests and knowledge in connection with the care and development of his own body for his own sake and for the sake of his country. Compulsion has to be used; but the wise administrator will do so tactfully so as to take away its sting or odium.

The outstanding feature of the whole scheme is its insistence on a varied programme of physical activities such as will really enable the student to take to them with pleasure, and result in the development of an integrated personality. Thus, in addition to a programme of

numerous physical activities to be taught to the students during the regular school hours to enable them to learn the activities suited for their physical development, the scheme requires that the following be done:

(1) Every student should be tested at least once a quarter in the fundamental skills of running, jumping, throwing and climbing through the conduct of Physical Efficiency Tests in the 100 Metres race, the High and the Long jump, Cricket ball throw and Pull ups. These items are items of speed, skill and strength, and the practice in these is bound to make the student more agile, alert and able, while the repeated testing should make him take to such activities with zest in order to be able to better his own previous performances.

(2) Every student should be made to take part in several games. It is not proficiency in one game, but ability to play more than one game well that is required. Indigenous games also are to be included in these games. All round development and the inculcation of the play habit is aimed at, the emphasis being of course on the development of vitality and endurance.

(3) Every student should be given opportunities for the practice of such other physical activities as appeal to him and so are most interesting to him. Thus a few may take to gymnastics, some to rhythmic activities like the classic or folk or gymnastic dances, some to indigenous exercises, some to athletics and so on. There should be adequate provision for such activities so that the students needing them might be duly served.

The scheme is to be worked during compulsory instruction and participation periods for the regular required programme and during available extra time for the optional activities. Results in physical training cannot be secured by one or two periods a week. One period a day every day in the week should be the absolute minimum. Of these at least 2 periods should be periods for instruction in physical activities within the school hours, and the rest for participation in the major games. (It must be mentioned, in passing, that instruction periods are not for lectures on the theory and principles or rules of physical activities but periods when physical activities are taught. Practice of the activities or their fundamental skills or movements in order to master them with a thorough understanding of the technique and scientific principles involved and of their values is the essence of the instruction periods). In addition to these instruction and participation periods, due provision should be made for coaching and instruction in the optional activities selected by the student.

While the emphasis on the body building and vitalising aspect of these activities is undoubtedly stressed, the emphasis on other educational aspects is also unequivocally clear. Health education and Character education are given as much importance as the training of the body because education is of the whole organism and not of its parts taken separately. What use is a well-developed body if the laws of Sportsmanship have no place in life?

The question may be asked—how is it possible to enforce this scheme with students who have to walk many miles to and from school, and who have little or no food at noon time and so are literally hungry and famished at the end of the day's work in school?—Certainly it would seem criminal to make such students take part in physical activities. But will it not be equally criminal not to require them to take part in these physical activities so vital to their health and bodily development? The solution is—*Feed such students*. If it is possible in Bengal to work out a tiffin scheme by which students are given a light tiffin after school and before physical activities at very little cost to parents—about Rs. 3/- per annum, then certainly should it be possible to do something of the kind here also. It requires understanding, desire and the will to achieve this.

The scheme aims at the assessment of the achievement of individual students in physical education. Individual progress depends on the following:—

1. *More time:*

More time should be devoted to physical training work than hitherto so that the students may have more opportunities for taking part in physical activities and so that the teacher of physical education may come into contact with his students often. A minimum of one period a day every day in the week has been suggested above.

2. *More teachers of physical education:*

More teachers of physical education should be employed so that each teacher may have direct responsibility for a small number of students. One teacher for every 250 students has been recommended.

3. *Not more than 40 students at a time for instruction:*

No teacher should be required to handle more than one class or one division of a class of 40 students during any instruction period. Herd-instruction will never succeed in physical training. Individual attention will result in individual progress.

4. *Highly qualified teachers of physical education.*

The teachers of physical education should be highly qualified, well paid, and given the status due to them. Every high school should have a Physical Director who has the L. T. degree, his assistants being secondary grade trained teachers with the necessary physical training.

5. *More facilities.*

More facilities should be provided. These are

(a) *Gymnasiums*: The climate of our country prevents any physical training work being done between 11 A. M. and 3 P. M. because all physical activities are to be done in the open, and the sun is scorching. More time for physical training work is possible if the classes can be held between 11 A. M. and 3 P. M. also. The remedy is either the growing of cool topes of shady trees like the Margosa or the Banyan or building spacious gymnasiums where activities can be conducted throughout the day.

(b) *Playgrounds*: A definite drive for the acquisition of playgrounds for schools should be made. The need for more play space is urgent for the participation part of the programme. Sometimes the relaying out of the play area to provide a larger number of small area games like Basket Ball, Volleyball and the indigenous game of Chedugudu and Kho Kho, will help.

(c) *Physical training equipment*: All kinds of equipment should be available to give the students a chance to use them and to acquire an interest in the activities. Gymnasium apparatus, Indian Clubs, Dumb bells, bar-bells, pulley weights etc., are some that could be supplied besides the material for the major games and athletics, and for combative activities like boxing, fencing and for other physical training work.

6. *Teacher-co-operation:*

The teacher of physical education should have the co-operation of other teachers who come into daily contact with the students. Their co-operation in the participation programme, their encouragement to students about taking to these activities seriously, and their advice to the teachers of physical education regarding the remarks to be made about the pupils' play, health and sportsmanship habits are of inestimable value.

Successful implementing of the scheme depends on the provision of adequate time, personnel and facilities, and on the co-operation that every member of the staff extends to the teacher of physical education in

the organization and administration of the whole programme. There are two more very important factors. They are

(1) The reduction of the heavy load of studies and the lightening of the burden of examinations. It is common knowledge that the S. S. L. C. curriculum is overloaded with matter, much of which is unessential. As one Headmaster said-it is not the subject matter or the amount of it that is so important as the attempt to train the mind to think, to reason and to judge. Acquisition of knowledge is necessary. The creation of proper habits, attitudes, and interests is also of vital importance. The S. S. L. C. curriculum therefore needs revision. And then, the fear of the examinations will also be less.

(2) The re-introduction of the medical examinations of students. No physical director or teacher of physical education can organise a scheme of physical education in his school without taking into consideration the physical condition of the students. He can conduct physical examinations and record the height, weight and growth of parts of the body of the students and use this knowledge in organising activities. But this is inadequate in the absence of a thorough medical examination.

Physical education is a handmaid to general education; but physical education cannot be of any service if it is relegated to the background. The spirit in which the new scheme of physical education is worked is of vital importance. This is a challenge to the educators, to the teachers of physical education, to the pupils and even to their parents. The challenge is there. To the extent the challenge is taken up and tackled seriously and successfully, to that extent will the contribution of physical education towards the development of healthy and efficient citizens be ensured.

Presidential Address

Delivered at the Thirty-second Provincial Educational Conference, at Rishi Valley.

By PROF. A. RAMA IYER, M. A.

(Extracts.)

Education the Vital Need.

We are now passing through a most critical phase in the history of man. The outlook for the future of modern civilization is as dark as dark can be. Civilized man has unashamedly relapsed into primitive barbarism. The paean of hate is to-day resounding through the wide world, and it seems a mockery to think in terms of 'peace on earth and goodwill towards men.' It would indeed be a tragedy if all this shook our faith in the ultimate destiny of Man. We must not withhold our admiration from those who are passing through the fire of unimaginable sufferings and sacrifices in their heroic effort to stem the tide of aggression and re-establish the reign of justice and freedom on earth. We should, indeed, be false to all that is noblest in the traditions of our race if we let our vision be dimmed by the hideous miasma of hatred and destruction threatening to envelop all space.

In these dark days, more than ever, we have to realize the need for education of the right type. True education alone can exorcise the demons of inertia and doubt, of suspicion and ill will, and make the world a fit place for civilized man. And this is as true of our own country as of any other. The need for more education of the right type in our country is brought home to us by the rising tide of mutual suspicion and hatred, and the deliberate efforts of so-called leaders to accentuate the elements of discord and disharmony. Nothing perhaps is so strikingly calculated to demonstrate the failure of our education as the ease with which our 'educated' men are able to persuade themselves that our salvation lies in fratricidal warfare.

The Government's Failure.

Judged by its achievement on the educational side, our government must be pronounced to have dismally failed to awake to a sense of its responsibility. Taking elementary education alone, we are practically no nearer the goal of universal compulsory education than we were when the late Mr. Gokhale raised the question more than thirty years ago. For a time it seemed as if we were about to reach the goal by the introduction of the Wardha Scheme of Basic Education.

The Congress Government of our province (however half-heartedly) had made a beginning in this direction by the opening of two Training Schools, one at Coimbatore, the other at Masulipatam. At the end of the year, these schools were closed down, and all the spade-work done has gone to naught. The pretext has all along been want of funds; but when Mahatma Gandhi came out with his craft-centred scheme of education which, along with its many other good points, had the supreme merit, from the government's point of view, of being nearly self-supporting, except for the initial outlay, the government would not give it even a fair trial, in spite of its acknowledged success wherever it has been tried. At the present rate of the progress, the goal of universal mass education is not likely to be reached at a modest calculation, in less than a century! What more powerful indictment of a modern government could we think of than this,—that, after a century of educational effort, no less than 90 per cent of the population is still illiterate, and that, instead of accelerating the pace, the government are actually doing their best to retard it still further? The recent Elementary Education (Amendment) Bill, unabashedly disclaims the responsibility of the State even for primary education. In Malabar we have the spectacle of 150 Board Elementary Schools summarily closed down by the orders of the Government. Educational grants to private institutions have been heavily cut down, where they have not been altogether stopped. It was only the other day that the President of the Madras Library Association was bitterly complaining of the government's attitude towards the Library Movement; the government have no money for libraries at all, as if reading and the acquisition of knowledge were an impertinence in our country! In no direction have the government shown signs of a progressive educational policy or the glimmerings of a realization that education is the soundest form of national investment.

The New Scheme of Reform

It may be worth while going into some of the details of the government new scheme for the re-organization of high school education, seeing that it has been hailed in some quarters as likely to usher in an educational paradise. I would wholeheartedly approve of the anxiety of the government to improve the quality of university education by preventing the inflow into colleges of a large number of students utterly incompetent to profit by university education,—a feature which has resulted in a terrible lowering of the standards of university teaching in our province. I doubt very much, however, if the government's scheme of bifurcation is the best suited for this purpose. How is the

division of the students into the sheep and the goats to be made? If only those who secure a higher percentage of marks at the end of the Fourth Form are to be permitted to take to the 'pre-university course' in Forms V and VI, it may be something; but, apparently this is not contemplated. The government are offering a bait to draw pupils to the 'vocational course' in the shape of clerkships in the lower ministerial services. This will automatically and effectively fill the classes giving 'secretarial training', but, so far as one can see, there will be no demand at all for the other 'vocational' courses, even if a few schools are likely to be so foolishly adventurous as to offer them, knowing how poor the demand for them is bound to be. The bait of government service will be effective only so far as this particular course is concerned, so that no one is likely to be deceived by the long list of vocational courses provided. Moreover, the number of clerkships that the government can offer is strictly limited. What, then, of the government's claim that this new scheme will be a remedy for unemployment? Further, what standard of 'secretarial training' could possibly be given to pupils who have only the equipment that could be obtained at the Fourth Form stage? What sort of efficiency could they attain in shorthand or precis-writing, with such a poor equipment in English or general knowledge? We hear loud complaints nowadays of the poor quality of even our graduate clerks; one shudders to think of the low level of efficiency inevitable under the new dispensation. While we unhesitatingly accept the government's position that the vast majority of our students who sit for the S. S. L. C. Examination are incapable of profiting by university education and that some means has to be found of redirecting their energies along useful channels, we cannot help feeling that the remedy may prove worse than the disease.

The Fundamentals of Education

Let us now consider some of the fundamental requirements of a sound system of education. "It is the tremendous task and privilege of education to pave the way for the feet of the next generation and guide them into the way of peace." No education, therefore, is worth the name that is not idealistic in its aims and based on an irrepressible faith in human nature. No one can be a good educator who is not an idealist—a practical idealist, if you like, but one in whom idealism is the dominant motive. The business of education is the development of the individuality or personality of the child, not moulding him to a pattern as in the totalitarian states. The distinctive individuality of each child can develop only in an atmosphere of freedom and joy.

Freedom does not mean a negation of discipline, but discipline tempered by love, discipline to the extent of controlling and directing the energies of the individual child along the most life-giving channels. The stream has to be dammed in order that it may provide energy for man's use instead of going to waste. All-round efficiency of the individual must be the aim of education,—what has been called the *literacy* of the whole man.

First, of course, must come the eradication of *physical illiteracy*. Mr. L. P. Jacks, in an address to teachers, has laid great stress on this aspect of education as the foundation of everything. He quotes the testimony of the headmaster of a large elementary school in London to the effect that not more than 5 per cent of the children in his school knew how to stand, to sit, to walk, to run, to speak, or to breathe. Even boys who may not be undersized or unhealthy may be physical illiterates. 'Their bodies may be untrained and undisciplined in the management of their normal movements and attitudes; their bodily movements may be incoherent, disorderly, muddled, awkward, ugly, wasteful, abandoned to a general condition of do-it-anyhow and go-as-you please.' How lamentably true this is of most of us!

On the intellectual side, the aim of education is not the accumulation of knowledge, but the development of the right attitude of mind, the antithesis of the cast-iron type of mind beloved of the totalitarian dictator. The power of clear and balanced thinking should be our aim, the great gift of looking things straight in the face and seeing them as they are. Not to be led away by fallacies and sophistries, by catch-words and slogans, not to take things at their face-value, not to succumb to propaganda, not to be afraid to be led by reason, however unpalatable may be the conclusions to which we are led by reason,—this is infinitely more precious than all your scholarship and all your iron efficiency. Not that we despise knowledge, but, valuable as knowledge is, the mental attitude is even more important than mere knowledge.

Then, of course, there is the moral side. The development of the moral sense ought to be the supreme aim of education, but how is this to be achieved? We are told so often by well-meaning critics that the absence of religious instruction is a radical defect of our education; but this criticism seems to me to miss the mark. Formal religious or even moral instruction is more likely to breed just those evils of narrowness, intolerance, and hypocrisy, which it is intended to guard against. Where precept and practice do not go hand in hand, mischief is bound to be the result. The best guarantee of a sound moral deve-

lopment is to be found in an atmosphere of high moral idealism, in which one can instinctively develop one's passion for truth and justice, for service and sacrifice, as well as the qualities of self-reliance and self-control. I believe that great literature, properly studied, can more effectively help towards the moral and emotional development of the young than any number of sermons or any amount of moral instruction.

In the last resort, the educator's business is simply to train the pupil to educate himself. Self education is the only lasting form of education. That is why it is so important to train the pupil to think for himself and to give him plenty of leisure in which he may freely engage in healthy creative activities, unhampered by excessive control from above. We do not seem as yet to have realized in any degree the supreme importance of this in education. The so-called extra-mural activities, which so many of us are pleased to tolerate as serving to swell the pages of an Annual Report, are at least as important, from the point of view of the pupil's all-round development, as the classroom work itself. Listen to what an English educationist has to say on this subject. "Pressing outwards from within is life Pressing downwards from outside is authority—not that authority which exists to enable youth, by the flexible limits it ordains, to find fuller and richer freedom; but an authority whose policy of limitation is rigid, just because it is based on the fear of freedom. So, from the lack of legitimate and abundant outlet, this surging tide of life is driven back on itself. And the boy in his spare time alternates between periods of bored stagnation and periods of futile or destructive eruption. Evidence of this kind of fear is most easily recognizable in nervous habits, in the inability of so many boys to concentrate, in undue bumptiousness, in irresponsibility, in acute sexual disturbance." That is why creative leisure activities hold such a vital place in education.

The Medium of Instruction.

Perhaps the chief factor that has stood in the way of our educated men distinguishing themselves by creative literary work is the use of a foreign medium. I am a passionate admirer and lover of the English language; and I spare no pains to master its subtleties in order to be able to appreciate it all the better and use it with the greater expressiveness and force. I am deeply thankful that it has been given to me to learn this language, for without it I should have been cut off from the whole world of modern life and thought. For the same reason, I want as many of our boys and girls as can to learn to read English books with ease, so that they may be abreast of the times. Those who know

only their own language in our country are under a great handicap, seeing that the quantity of reading matter on modern subjects available in our languages is so meagre. No one who knows only his mother-tongue can, therefore, claim to be fully educated under present conditions. In spite of all this, I hold that it is a positive disservice to compel our children to acquire all their knowledge through English. Knowledge so acquired is bound to be ill-digested, ill-assimilated knowledge, since clear, coherent thinking is impossible (for most of us, at any rate), through the medium of a foreign tongue. Systematic training in the use of the mother-tongue is the only means of developing the faculty of creative thinking.

Scientific Terms.

In connexion with the use of the mother-tongue, I should not fail to consider the vexed question of a standardized scientific terminology. In our country, this purely educational problem is unfortunately complicated by the introduction of all sorts of narrow, sectional, extra-academic considerations. The Tamilian, for instance, seeks inspiration from the pure well of Tamil undefiled by the poisonous infusion of the Aryan tongue, Sanskrit! What a nightmare it must be to teachers and examiners as well as to pupils to have rival sets of terms fighting for primacy, and to have different text-books on the same subject using different sets of terms! In any case, the government must see to it that a particular subject has only one set of terms in a language. It would be an inestimable blessing to have a uniform terminology for all the Indian languages, a still greater blessing if we could agree to adopt wholesale the terminology used in the English text-books, seeing that it is not so much English as international. Obviously, the genius of a language does not lie in the names of objects, and no one need fear that the purity of his language will be affected in any way by the adoption of an international set of scientific terms. If this suggestion sounds too radical, let us, in the name of commonsense, have at least uniformity within each language.

English a Compulsory Second Language.

In addition to the mother-tongue, I hold English should be taught as a compulsory second language, after at least 5 years of the school course. The aim of English teaching should, for the majority of the pupils, be to enable them to read English books with facility and ready comprehension; training in English expression and in literary appreciation may be confined to the few who show a special aptitude for it. The study of English as literature must be differentiated from the study of English as a language. But, at every stage, accuracy and thorough-

ness should be insisted on as indispensable. The deterioration that we find now is not simply a lowering of the standard of attainment; it is symptomatic of a deep-seated disease,—lack of interest in reading, defective comprehension, and slipshodness in expression. Where these evils mark the study of English, they are bound to affect the study of the mother-tongue as well. Let us realize that elementary knowledge is not the same thing as slipshod knowledge. Whatever language we learn and up to whatever standard, we must never relax the claims of accuracy and thoroughness.

Deterioration in English.

I am not in the least impressed by the argument that the deterioration in English is due to the adoption of the mother-tongue medium. Is it seriously contended that the standard of English has not deteriorated in the schools in which English continues to be the medium of instruction? While there is an element of truth in the argument that, where a pupil learns all his subjects in English, his English is likely to be better than that of the others, I think it is an undeniable fact that the rot set in long before the mother-tongue medium was thought of. If the standard at present has become terribly low in English, it is due to the failure to use the best available text-books, outworn methods of teaching, tolerance of slipshodness from the earliest stages, and lack of wide reading on the part of the pupils. While I should be the last to deny the legitimate value of the grammar in the higher stages of language-study, I refuse to admit that the best way to improve the standard of English is to teach more of English Grammar. The time given to the formal study of grammar is so much time taken away from the study of the language itself; to teach the grammar before the elements of the language have been mastered is to put the cart before the horse. Even in the high school classes, I would teach grammar only indirectly, by means of judiciously-devised exercises in composition. Dr. Ballard has drawn pointed attention to the much higher standard of attainment of the pupils taught under the 'composition method' than of those taught under the 'grammar method.'

The Rishi Valley Conference.

The Madras Provincial Educational Conference was held this month in the picturesque Rishi Valley, under the presidency of Prof. A. Rama Aiyer. The arrangements of the Reception Committee added to the beauties and conveniences of the natural environment made the stay of the delegates highly enjoyable. Few of the delegates who attended the Conference would have missed the elevating charm of the exquisite music and dance recitals of the girls of the Rishi Valley School and the genial solicitude on all occasions of the Principal, his professors and the volunteers.

The addresses delivered at the Conference revealed how clearly our educationists had visualised the factors that had contributed to the present debacle. Prof. Sanjiva Rao's opening address, while predicting an un-paralleled social revolution after the war, rightly stressed on the moral and social irresponsibility, which was the cause of all the present ills, which could be traced to the lop-sidedness of the present educational system and the insufficiency of the teacher who is its corner-stone. He was of opinion that the remedy lay only in the teacher, a teacher who had 'illumination of the spirit'. Prof. Rama Aiyer, in his presidential address, dwelt on how present day education did not secure the all-round efficiency of the individual, and on how the 'Physical illiteracy' matched by the 'Intellectual illiteracy' had failed to develop 'the right attitude of mind, the antithesis of the cast iron type of mind beloved of the totalitarian dictator.' Prof. Rama Aiyer was, hence, right in his criticism that the Government had done their duty rather half-heartedly by elementary and secondary education, as the reforms they had introduced or had proposed therein were far from the mark. Right-thinking people would endorse the view of the President that the mother-tongue should continue to be used as the medium of instruction and other steps such as suggested by him should be resorted to to raise the standard of English.

The Conference did useful work in other directions also. It made a distinct contribution to educational thought and literature by the very thoughtful symposia on 'Mass Education',

'Mother-tongue as the medium of instruction in schools' and 'Service Conditions of Teachers' led by some of the veteran workers of the S. I. T. U. The Geographical Conference and the Refresher Course in Geography along with the valuable exhibition, though the exhibits were few, were some of the attractions, which contributed in their own way to make this year's session valuable and unique in some respects.

The late Rev. Fr M, Amalorpavam, S. J.

By the premature demise of Rev. Fr. Amalorpavam, Father Superior at Madura, South India has lost one of the ablest educationists and diplomats. Very few will forget his yeoman services to the cause of education as President of the Madura Dt. Teachers' Guild for a number of terms, as President of the Madura Dt. Secondary Education Board, and as a member of the S. S. L. C. Board, among the numerous other contributions to his credit in other directions. Polite and social, ever genial and smiling, delightfully tactful and solicitous, he had endeared himself permanently to all who had the privilege of meeting and moving with him. We, as a co-worker and friend, feel his demise as a great personal loss, and we join heartily in the fervent prayer of his numerous friends that his noble soul may enjoy everlasting peace and rest in Heaven!

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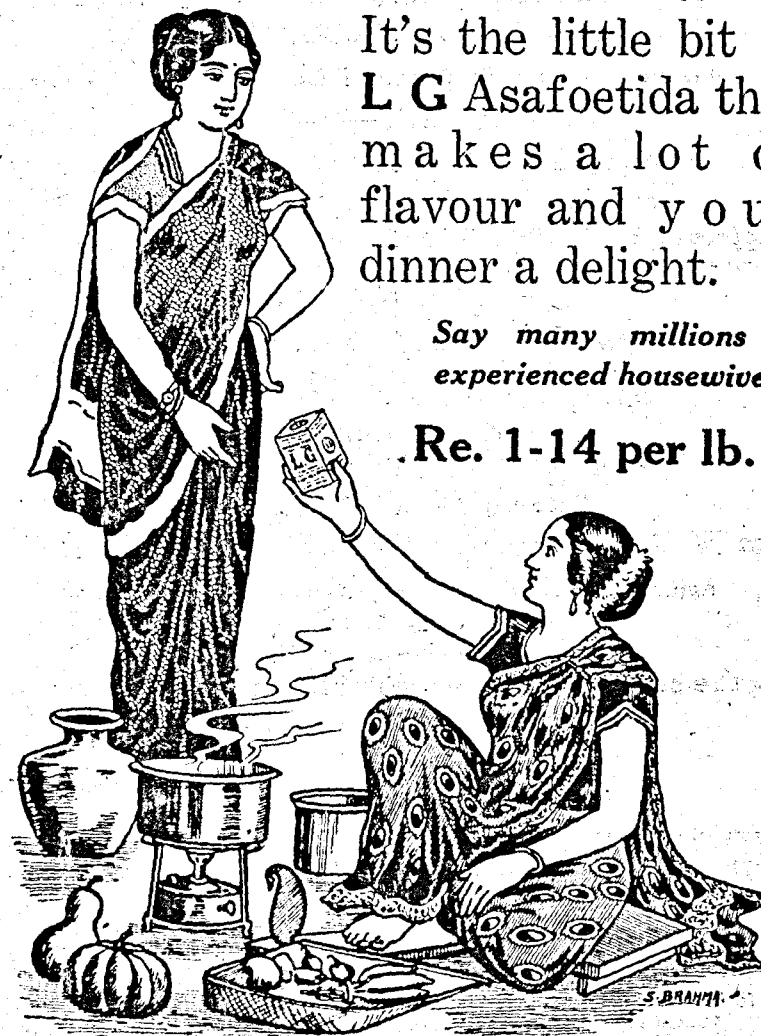
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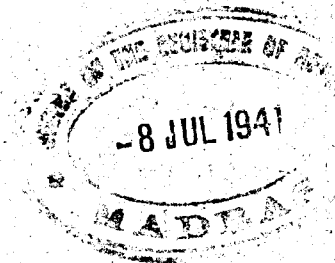
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Vol. XVII.

MADURA: JUNE, 1941.

No. 6.

Education as Preparation for Purposeful Life.

By SRI S. THIRUMALACHARI, M. A., L. T.

It is a specially happy augury that last year the S. I. T. U. had become fully alive to the realities of situations and had selected a topic of living but neglected interest in the field of education for being dilated upon, for thought-provoking ideas, during the Education Week.

THE NEED FOR REFORM

The volume of adverse comment against the existing system of education is swelling in intensity and silver-tongued orators never feel tired of proclaiming a tirade against the present system and suggesting alternative schemes to suit the times. But, all this orgy of words and letters is a cry in the wilderness and a definite scheme of the real type is yet to be evolved and experimented. Any scheme should change and modify according to the needs of communities and countries and that should involve a money waste during the transitional experimental stage. No government should grudge defraying such an expenditure since it should be met, one day or other, from government funds, if it should take stock of realities of life. Any scheme, adumbrated without a practical and utilitarian aspect, is bound to be a vague theory unsuited to the national economic interest. Hence it behoves us to deal at length about this topic of universal interest, as the right type of education alone would lead to the harmonious development of the right type of man, as a member of the state. The topic is so all-embracing that, to do justice to it would mean absorbing scores of pages for detailing it. Here, however, I mean giving a suggestive and short account so that it may afford scope for educationists to fill in the details.

The topic requires to be viewed under three heads namely (1) Aims of education (2) How far the present day education satisfies the requirements of the goal and (3) the suggestions for reform on correct lines.

TRUE AIM OF EDUCATION.

Scholars have attempted to define the aim and scope of education. That its end is only a "Bread-and-butter" motive is successfully refuted. It should rather be defined as a harmonious development of the inherent faculties of each child in such a manner as to create a good cultural outlook, economic self-reliance, usefulness to one's family, society and state, and, above all, an abiding theistic faith. Judged by this standard, our present day education is woefully lacking in a majority of these characteristics.

THE PRESENT SYSTEM TESTED.

For one thing, the present system stands condemned. It has created a poor cultural background, and has fostered a love for finery of words at the expense of translating its spirit into action. Secondly, instead of developing a tendency to be modest, simple and humble, it has resulted in haughtiness, extravagance and a complex multiplication of needless wants. Thirdly, originality and nationalism have given place to useless and irrational aping of anything foreign, to the extent of killing individuality and national spirit and consciousness. Fourthly, the education is not so devised as to suit all tastes and aptitudes. Hence, pupils of varying mental outlook and faculties are pushed into the same groove, with the result that most pupils become literary and economic misfits in life. Fifthly, the value of manual labour is shamefully discounted and the educated pupils develop a false conception of dignity. Lastly, education has failed to correct the tendency on the part of the pupils to waste and misuse the precious hours of leisure. Thus, these machine-made products of our school leave their institutions with a miscellaneous but ill-arranged array of stray and antiquated facts, which do not, any the least, help them in carrying out their life's programme. It is a further defect of the system that girl pupils are also thrust into the same groove, as though they are boys in another shape, fitted for shouldering the same domestic and political responsibilities as men. This want of breadth of vision and a stereotyped aim takes the spirit out of education so that boys and girls study not because they have imbibed a love for it but because the scare of the uniform examination coerces them, unwillingly enough, to prepare the same and vomit the same, so that, in the end, an empty brain

divested of much of burdensome, painful matter, remains as a hollow piece.

THE RESPONSIBLE AGENT.

When it comes to a question of indicting the responsible agents, who join to shape the future of the pupil, there comes a psychological disowning of responsibility and an easy shifting of the burden on other factors, followed by cheap and tantalising remarks. Neither the teacher nor the pupils nor the parent nor even the government should thus disown this responsibility for this monstrous failure to tackle the problem. That this education is not indigenous, that it is foreign in its method and aims and refuses to fit in with the requirements of Indian conditions and that it has been grafted on to the Indian soil with more of adverse than pleasing effect, are factors of common knowledge. And hence, it should be the main endeavour of the teacher, the parent and the government to so devise a scheme that fits in with Indian conditions and is thoroughly national and indigenous in its aim, conception and growth.

THE REFORM.

Supposing all these factors co-operate, what should be the scheme round which these suggestions should move. In the field of elementary education, a more compulsory scheme, with imparting of free education, will not solve the problem of mass illiteracy in India. The scheme should be supplemented by a recasting of the syllabus to suit varying localities, and introducing crafts similar to those suggested in the Wardha Scheme. Further, the shift system should be introduced so that the services of the boys and girls are at the disposal of the parents for at least one session of the day. Lastly, appealing methods of instruction, supplemented by lantern-slides, should be resorted to. By this method, stagnation and wastage can be avoided and the pupils can be made to be of use to the parents, to the state and to themselves in after life.

The syllabus of Secondary Education should be so modified that, at the fourth form stage, a pupil acquires a good fund of general knowledge, divested of the specialist type. The concentric system of teaching certain subjects should be done away with, since that involves needless waste of time and duplicating of known facts. Stress should be made on the absorbing of a deal of general knowledge, to fit the pupils for the times. The study of antiquated facts, serving no useful purpose, should be ignored. A sense of curiosity and love for national and international literature should be roused in pupils by presentation of world and national facts in their proper, attractive

perspective. The rural and urban libraries started with public and private endowments, should help such pupils to further their knowledge.

At the end of the fourth form stage, the bifurcation of courses should set in. It should include all types of technical subjects, suiting local conditions, tastes and aptitudes of pupils and creating economic self-reliance. At the same time, industrial centres should be established by government, where the technical skill of the pupils is utilized to the advantage of the pupils and of the state. If the industrial ventures are in private hands a liberal system of subsidies should be arranged to bring the output on a par with those of other countries.

The functions of no two Universities should overlap. Nor should the Universities devote only for the academic and literary type. There, the arts and science courses should be bifurcated. The technological course should be attached to the bigger factories, where scope for experimenting and research can be found. Such advanced research studies will go a great way to improve the scientific expansion of India and facilitate heavy industrial output. The arts course should necessarily be such that it is not a copy of the Oxford and Cambridge type. It should be thoroughly Indian in its structure and aim. In all these stages, the moral and cultural background, coupled with a constant training in cheap, healthy and Indian games activity should be the aim. The expenditure on costly buildings and furniture should be retrenched and that on scientific equipment, establishment of factories, increased.

Thus, special emphasis should be laid on a healthy and willing co-operation of the responsible factors of education. There should be a selective recruitment of willing teachers, constructive inspecting staff and varied courses, suited to localities and tastes. Employment should be suited to tastes. Dignity of labour should be enforced. Impetus to industrial ventures should be given by a liberal grant of bounties. The moral, cultural and physical *stamina* of the population, young and old, should be so diverted that words are not a mere display of hypocritical and formal thoughts but are translated into sincere actions.

* Subject of a lecture delivered during the Celebrations of the Education Week in 1940.

School Library.

By SRI M. K. SEN GUPTA, M.A., B.T.

The system of education that is imparted in our schools has been weighed in the balance and found to be wanting. From every standpoint the educational institutions of our country have failed to justify their existence. We have come in contact with the English—one of the most advanced nations of the world—for more than one hundred and fifty years. But we are still a century behind most of the countries of the West in every sphere of our national existence. The invidious distinction between the Christians and the Jews has long died out in Europe except in Germany where the rise of the Nazis to power has spelt a bad day for the Jews. The bloody feuds of the Middle Ages between the Christians and the Mohammedans that go under the name of the Crusade are things of the past. The distinction between the Roman Catholics and the Protestants scarcely makes its influence felt in the practical life of the people of Europe. But the two major communities of India—the Hindus and the Mohammedans—are still suspecting each other and running at each other's throats over trifling matters. We must confess to our shame that we have not been able to produce a great leader. All the front rank leaders of our country have been trained in England. The eminent scientists of our country can be counted on the fingers of one's hand. The Captains of industry in our country are little indebted to the schools and colleges.

It is meet and proper that we, who are engaged in the important work of education, should look round and see what is wrong with us. Let us indulge in a bit of self-criticism and see if we are doing all that is expected of us. Let us take stock of our activities in the school and see if we are true to the salt. We should have an eye on our compatriots in other parts of the world and should see whether we have been able to keep pace with them. It may be we are handicapped in more ways than one; our resources are limited. Our pay and prospects are such that we can hardly keep the wolf off our doors. It is true that the all-important task of nation-building cannot be accomplished by a batch of half-fed and ill-clad people. But what have we teachers done to make known to the public and the Government our grievances? It is painful but none-the-less true that most of the criticism against the defects and drawbacks of the present system of education has been made by people who are not engaged in the actual work of education. In this article I should like to discuss a subject—the re-organisation of which has been long overdue.

A library is to a school what a dispensary is to a doctor. But the management of school libraries in most of the schools is anything but satisfactory. Let me first point out how the library work is carried out in our schools and then I shall try to discuss ways and means for its improvement. Our school libraries are a store of books gathered at random. Up-to-date books are few and far between. Most of the books are meant for adults. Current papers and magazines are conspicuous by their absence in a large number of schools. The specimen copies of text books swell the number in the library catalogue. Very few schools can boast of a good library furnished with chairs and tables. Class libraries are a rarity rather than a rule. There is no trained librarian. The work of the library is imposed on the shoulders of an unwilling, untrained and over-worked member of the staff. Books are generally issued on certain days after the school hours. After the day's work boys are tired and eager to go home. Only a few over-zealous boys stay on to take out books from the library. There is none to help the boys in the choice of books; they take those books that come handy to them. Very few boys have any idea as to how to look up reference books. Not to speak of boys, even the teachers cannot freely use reference books. The library catalogue is a hopeless affair. Except in Government Schools there are printed catalogues in few schools. In the catalogue the arrangement is far from systematic. It is not easy for young boys to handle the catalogue and find out the book they require. Nobody ever cares to train the boys how to consult the catalogue and where to look for a particular book. Books are issued to some boys and returned at regular intervals, but in many cases boys return the books without going through them. The librarian has neither the time nor the energy to see whether boys have really read the books.

The school library, properly speaking, should be divided into four parts i—

- (a) General section.
- (b) Reference section.
- (c) Common room section.
- (d) Class library.

In every school there should be a trained whole-time librarian. A separate spacious room should be set apart for library and in this room there should be sitting arrangement for at least fifty boys. In the top four classes there should be provision for library class once a week. In the library class the librarian should explain to the boys the principle according to which the catalogue is maintained and demonstrate to them where and how to look for a particular book. It should

be the business of the librarian to explain the use of reference books and what sort of reference book is to be consulted for a particular piece of information. The habit of frequently consulting dictionaries and reference books should be encouraged among boys. The reference books should be kept in the open shelf so that teachers and students may come and use them as often as they like.

The general library should contain books on general interest such as, story books on adventure and travel, books of poetry, collection of humorous pieces, both prose and poetry, and short interesting dramas. Before a particular class comes to the library room, the librarian should select on his own initiative as many books as there are boys in the class. It is left to the librarian to see that the books selected are suitable for the class. Boys should take their seats round a fairly large table and the librarian should sit in such a position that all the boys can see his face. The books should be distributed among the boys one by one. When each boy has got a book, the librarian should take up a particular book and read out an interesting story, poem or a humorous piece in order to instil into the boys love for reading. Next time when the boys reassemble again in the library room, books should be taken back from the boys and redistributed among them so that every one gets a new book this time. In this way all the boys of a particular class should be given an opportunity to read by rotation all the books meant for the class during the session. In order to test whether the boys have actually gone through the books, the librarian should frequently ask the boys to relate to the class what they have read from a particular book.

In almost every school a fee of one anna per head is charged every month for the common room. But do the boys reap the maximum benefit from the common room funds? Some magazines and periodicals are no doubt bought from the common room funds but I have grave doubts whether the boys get an opportunity to make proper use of them. In every school worth the name there should be a well furnished room. On the common room table should be placed all the magazines and periodicals that are bought from the common room funds. There should also be arrangement for indoor games like carrom, table-tennis, ungu-tail, etc. A question may arise when the boys are to make use of the common room. The recess period may be utilised for the purpose. Moreover, occasionally some teachers are absent. The classes of the absentee teachers are generally distributed among other teachers. I make bold to say that the classes of the absentee teachers are never taken by his over-worked colleagues in good humour. No useful work is done in these classes. We cannot, of course, accuse the teachers in

charge of these absentee classes of neglect of duty, for it is idle to expect an interesting lesson from a teacher who is to go to a class unprepared. The absentee classes can be far better utilised by taking the boys to the common room, where they should be given the option to spend the period in looking up the magazines or playing the indoor games as they like. Neither boys nor teachers should be allowed to borrow books and magazines from the common room.

Now-a-days there are class libraries in some schools. But the class libraries are not maintained in the proper way. Some books are distributed among the top four or five classes and the class teacher is placed in charge of the library. Once or twice a week books are distributed among boys of the class. Of course this arrangement gives some relief to the over-worked teacher in charge of the School library and ensures the easier distribution of books among the boys. But the class libraries as managed now usurp the work of the general library to the utter neglect of its own function. The class libraries should mainly contain books meant to supplement the lessons of the class. When a particular lesson, say on History or Geography, is over, the teacher should suggest the names of some books which are likely to throw more light on the topic. Assignments should be given and boys should be referred to books in the class library. The class library should be in charge of the monitor, and boys may be permitted to borrow books for a short period. To supply story books and novels is certainly not the proper function of the class library.

It is not enough to supply books to the boys. They must be encouraged to read books. It is a general complaint that Indian students read the books which are absolutely minimum to enable them to pass the examination. In the annual prize distribution of the school several prizes should be awarded to the boys who have borrowed a large number of books from the library and have really gone through them. Essay and debating competitions should occasionally be held in the school. If the subject of the essay or the debate is announced at least a fortnight before the competition is held and boys are referred to relevant books, it may give a proper fillip to the study of books outside the curriculum of the examination. In order to raise the interest of the boys in the library work, some student members should be included in the library committee. When the list is prepared for buying new books for the library, suggestions for the names of books may be invited from teachers as well as students. The fact that their suggestion will have due consideration from the library committee will encourage some boys at least to keep up-to-date information about the publication of juvenile literature.

The Answer to Student Strikes.

By SRI M. RAJAH AIYAR, M. A., L. T.

The dailies are teeming with reports of strikes and demonstrations by the student population, forming a serious menace to society, and the constitutional-minded world cannot be apathetic to a canker that will eat into the vitals of ordered life. In fact, strikes have become so common that it makes us wonder if it is a normal attribute of human beings. All of us are aware of the common tendency among even children who, when they are baulked of their pet desire, register their protest by refusing food and launch upon what is an innocent form of hunger-strike; and sad, indeed, is the part of a parent who has to take the role of an arbitrator. From a piqued child to a grown-up adult, we face strikes of various kinds which may be different in degree, but not in kind.

But, Student strikes, however, are quite different from those in the political or industrial world where the weapon is handled by an organized body under effective leadership to redress certain definite grievances due to certain maladjustments in society. But there cannot be in the educational world the same antagonism between capital and labour etc., and as Sir Tej Bahadur Sapru feels, "the young men have to recognize that there is no affinity between a University and an industrial concern, and a strike against the University or the teachers is a strike against knowledge, culture and good manners." It may be said that a section of the student population catches the contagion from the spirit of the day, and, swayed by a fashionable impulse, carry into their sphere of activity what obtains elsewhere. Of course, no educationist can be ignorant of the simple psychological truth that the tendency to imitate another is universal. In fact, "invention and imitation are the two legs on which the human race, historically has walked". Of all forces around us, the force of example is the greatest, and is often invaluable for progress. But real education consists in seeing that an example whose principle has not been understood and assimilated is not faithfully aped, for imitation is one thing and 'aping' quite another. To contend, therefore, that student strikes are due to unhealthy imitations, however true, cannot be advanced by educationists, as it amounts to a confession of failure on our part to "educate" the students properly.

The fault, in the vast majority of cases, lies in the wrong system of discipline prevalent in many educational institutions under which

students and teachers are made, psychologically, to drift apart. For one thing, the authoritative way of enforcing discipline which is fast disappearing from many of our schools should make its permanent exit. Still we find that in many an educational institution the life of the pupil is fenced on all sides by restrictions that do not allow any scope for individual freedom. From the earliest stage, the pupil is exhausted with fiats from above. In these days of fight for liberty and equality it is too much to expect students to do implicit homage to relentless rules. Brought up in terror and subjection, no wonder that certain students revolt terribly against an authority externally imposed.

The gravest contributory cause to these revolts is the system of inflicting punishments with a view to rooting out indiscipline. Punishments, that involve brute force are relics of barbarism, and they disgrace, not, only him that receives but him that inflicts. In this enlightened age when all believe that the pupil will but reciprocate our feelings towards him, there are still a few who let themselves go on the pupil with all their physical force. They, probably, believe in the theory of original sin according to which human nature was considered to be so base that education meant a process of reformation. Fortunately, however, such a mentality is fast disappearing, if not due to enlightenment, at least due to the physical exhaustion of such tyrants of the young.

The common forms of punishment considered to be harmless and often resorted to in class rooms take the form of fines and impositions. The former falls on parents, and as the sins of the children visit on the parents' purse, they should be ruled out on purely economic considerations. Regarding the imposition of 'tasks', the least said the better. It is calculated to make school work unattractive and positively repulsive. There is the mythical case of a pupil who was asked by the teacher to write "I have gone" a hundred times before he could be allowed to have his noon meal, in order to cure him of a deep-rooted grammatical mistake of "I have went", to which form the pupil was inexplicably addicted. The pupil, in sheer dread, went through the drudgery of the task with an agonized mind, and looking about for the teacher after the task, and finding him missing, left his work on the teacher's table with a foot-note which read, "Having finished the task, I have went home." A fictitious incident, no doubt; but it has its lessons for teachers. Castigations, fines and impositions leave a sting behind them, and cannot fail to snap the bond of affection between the two parties, in addition to defeating their very purpose. Teachers are more friends than instruments of punishment, and no amount of verbal

assurances can drive this fact home if their deeds tend otherwise. With resentment and hatred, there sets in an incurable feeling of alienation and estrangement. No wonder that Kamal Pasha, who was to make history in Turkey, ran away from his school refusing to submit to the code of discipline then in existence.

Of course, one should have taken leave of his senses to suggest that indiscipline should prevail in educational institutions. There should be order and discipline, but it should grow from within and should not be externally imposed. When students feel that the school is more theirs than the teachers', and when they themselves build up healthy traditions which they respect, there is true discipline.

Strikes, demonstrations and such other undesirable reactions to established authority are due to our ignoring the fact that the school as a whole is a collective unit, apt to behave, not individually, but collectively. This group is more often than not at the mercy of a leader, or a body of leaders, whose influence over the rest decides their action. We should therefore, make use of such leaders, and utilise their influence for the benefit of the school, without adopting the suicidal policy of decrying their leadership or defying their influence over the rest of the school.

The sure remedy to the existing tendency to revolt against constituted authority lies, therefore, in the teachers and administrators playing a minor role; and allowing the pupils even from the early stages to manage their own affairs. Teachers can withdraw themselves into the background, and leave the entire disciplinary control of a class to the pupils themselves. There should be for each class a representative council of students whose duty it will be to take note of cases of mis-demeanour, late-coming, non-preparation of lessons and the like, and deal with them in any manner they think fit. If there should be punishments out of proportion with the offences, the teacher can avail himself of the opportunity to guide the student council aright.

Such a system, in addition to offering the most suitable solution for the proper maintenance of discipline in the class-room, also offers opportunities for training democracy. Education is a training for life, and the students of to-day will be the citizens of to-morrow; and if sufficient opportunities for self-government are not given, woeful, indeed, will be the future of our country. The words of Herbert Spencer cannot be too often repeated that "our aim in education is to produce a self-governing being, not a being governed by others."

Distribution of Work in High School Classes.

By SRI C. D. GOVINDA RAO, B.A., B.T.

The smooth working of a school depends much upon the distribution of work among its teachers; and instances are not wanting to show that a mal-distribution results in unnecessary unpleasantness. Hence this article.

A good headmaster ought to know how exactly his school stands; how many teachers he wants for each subject, and how many of them should necessarily handle more than one subject. For example, Messers. E₅, H₅, S₂, S₄, and the B. Com. in the appendix cannot be put down for their own subjects only as it will not merely mean less work for them but also an addition of five more teachers just for some 19 periods, which, of course, is practically impossible to get. So, the headmaster must see that he has on his staff such men as are capable of doing a subject other than their own satisfactorily — of course in the lowest classes which might be supposed to give them the least trouble.

When once he makes sure that his staff is adequate he must send for the seniormost man in each subject, i.e. for Messers E₁, H₁, M₁ and S₁ and request them not merely to chalk out the allotment of work in their own respective subjects — in consultation with their colleagues, of course — but also inform them how he wants one or other in each group to do a bit of work which does not strictly belong to it, i.e. he must inform E₁ that he wants one of the English teachers to do two periods of Arithmetic in the IV Form. The same may be told to S₁ as well, while M₁ must be informed to set apart six periods of IV Form Arithmetic work to his colleagues in the other departments. Also, the headmaster must make it quite clear what subject he is willing to handle and take the formal consent of the seniormost man in that department so that the department may not feel him an intruder. Also, it is best for him not to monopolise either the highest class or the best part of the subject. He will do well to be in touch with as many classes as possible — preferably the lowest as well as the highest. That is why it will be seen in the appendix that his work has been put down as five periods in the VI Form. (Just one Period of Eng. Prose or Poetry in each section) and five in the IV Form (one period of oral composition in each section — a bifurcated class preferably, so as to know each one of the freshers individually.) This fourth form work of his is sure to make the other teachers feel that after all it is not demeaning to go to

the lowest class; otherwise each would try to monopolise the VI Form work, depending, not necessarily on merit, but on seniority and such other considerations. It is needless to add that such distribution — giving VI Form to a few without the other classes, and dumping in all the IV Form work on others simply because they are juniors — will not produce the necessary harmony in the school.

Well, then: when once the headmaster has made his own work definite and given what instructions he deems absolutely necessary to the seniors with respect to the allotment, it can ordinarily be assumed that they too will consult their own colleagues in the matter and chalk out the distribution. When once it is done it is the duty of the headmaster again to see that there is fairplay. No one should unnecessarily be penalised either by way of writing a number of notes of lessons or by way of correcting heaps of composition books. The Headmaster should see that as far as possible all are given their share of work in the VI Form — otherwise there is sure to develop superiority and inferiority complexes among the teachers — and in the V or IV as they may desire so as to minimise the number of notes of lessons. Also, if it is impossible to give a man the VI Form work owing to lack of it, it is best not to give him IV Form work either, so that he might feel that though he is not given VI Form, he is not pulled down to IV Form either. These are all little things which the headmasters often overlook and find to their great surprise that Mr. X or Y is not at all satisfied with his share of the work. When all is said and done the best thing in such dissatisfied cases would be to send for the teacher and explain to him why he has been put down for a particular work and take his suggestion for improvement if possible. Then the gentleman will at least have the satisfaction of having had his say in the matter.

One or two more points. In subjects like English and Mathematics it is better not to divide the responsibility as far as possible, and even if it is absolutely necessary, to do so only in the lowest class and that too with an eye for giving all those subjects that go to form a paper to one and the same man. This is perhaps best illustrated in the English work of V D and IV B & D sections. But in subjects where more of specialisation is necessary and where there is not much of interdependence — as in compulsory History, Civics and Geography and also compulsory Science — it is better to give a teacher parallel classes. There again, it must be remembered that he who handles the compulsory subject in a particular class — be it Histories, or Science or English — must also handle the optional subject in the same class.

In brief, if the headmaster bears in mind that after all it is the teachers that share the responsibility, and allows them to have the

distribution of work as they please, only with an eye to see that no one is unnecessarily penalised, then it is bound to come off all right not merely to the satisfaction of the teachers but also to the benefit of the students as well.

N. B:— In studying the appendix the following few facts must be borne in mind.

1. The school is an imaginary typical one coaching up students for the Mysore S. S. L. C. with provisions for all the common optional subjects taken by boys both in Kannada and English media.

2. There are five sections in each of the three forms., the first three being Kannada Sections, and the other two, English ones.

3. Of the five in each of the V & VI Form classes A, B and D sections are reserved for Math. and Science students while C and E provide seats for all other optionals.

4. The optional subjects include:

- (1) Math. and Science group.
- (2) Commercial group.
- (3) Humanistic group with
 - (a) Indian History.
 - (b) Optional English.
 - (c) Optional Kannada.
 - (d) A classical language.

5. There are adequate number of Pandits, and Instructors for other subjects like Typewriting and Mensuration, and they neither help nor hinder the distribution of work among the graduate teachers of the school. (The B. Com. being considered in par with the graduates).

6. The H. M. and the First assistant, who do less work than the others, are English teachers and are interested in improving the English of the school, so that they arrange for bifurcation of classes in Eng. Composition in the IV Form.

APPENDIX.

Teacher.	VI Form.	V Form.	IV Form	Total No. of Periods per week.
H. M.	ABCDE: 5	—	ABCDE: 5	10
E ₁	A: 7	A: 8, D: 4.	A: 9, B: 4.	19+2 (VI A)
E ₂	B: 7	—	C: 9, D: 4.	20+2 (VI B)
E ₃	C: 7	—	B: 5, D: 5.	20+2 (VI C)
E ₄	D: 7+Opt: 3.	E: 8+Opt: 3	A: 2 (Arithmetic)	20+2 (VI D)
E ₅	E: 7.	B: 8, C: 8, D: 4.	E: 9 (English).	20+2 (VI E)
E ₆	—	—	ABC: 6 (Geog).	20+2 (V C)
H ₅	ABCDE: 5 (Geography)	ABCDE: 5 (Civics).	D: 5 (History & Geog)	20+2 (IV E)
H ₄	ABCDE: 5 (Civics).	6 (Optional) K. Medium.	C: 3 (History)	20+2 (IV D)
H ₃	ABCDE: 5 (World Hist.) + 6 (Optional) K. Medium.	6 (Optional) Eng. Medium.	B: 3 (History)	20+2 (IV C)
H ₂	6 (Optional) Eng. Medium.	+ ABCDE: 5 (Comp. Hist.)	A: 3 (History)	20+2 (IV B)
H ₁	6 (Optional). Both K & E Med.	6 (Optional). Both Media.	A: 2 } 4 B: 2 }	20+2 (IV A)
S ₁	Comp: 1 } A: Opt: 3 } 8 Comp: 1 } B: Opt: 3 }	+ ABCDE: 5 (Comp. Geog.) Comp: 1 } A: Opt: 3 } 8 Comp: 1 } B: Opt: 3 }		20+2 (V A)
(Physics)				

Teacher.	VI Form.	V Form.	IV Form.	Total No. of Periods per week.
S ₂ . (Physics & Mathematics.)	C: Comp: 1 E: Comp: 1 D: {Comp: 1 Opt: 3}	C: Comp: 1 E: Comp: 1 D: {Comp: 1 Opt: 3}	C: 2 D: 2 E: 2 6 + B: 2 (Arith.)	20 + 2 (V D)
S ₃ (Chemistry)	C: Comp: 1 E: Comp: 1 D: {Comp: 1 Opt: 3}	C: Comp: 1 E: Comp: 1 D: {Comp: 1 Opt: 3}	ABCDE: 10. (2 Periods each.)	22
S ₄ (Chemistry & Biology.)	A: {Comp: 1 Opt: 3} B: {Comp: 1 Opt: 3}	A: {Comp: 1 Opt: 3} B: {Comp: 1 Opt: 3}	D: 2 E: 2 4 (Biology)	20 + 2 (VB)
S ₅ (Biology)	ABCDE: 5 (Compulsory) ABD: 3 (Optional)	ABCDE: 5 ABD: 3	ABC: 6	22
M ₁	A: {Comp: 4 Opt: 4}	A: {Comp: 4 Opt: 4}	ABC: 6. (Alg.)	22
M ₂	C: 4 E: 4 Compulsory.	C: 4 E: 4 Compulsory.	ABC: 6 (Geom.)	22
M ₃	B: {Comp: 4 Opt: 4}	B: {Comp: 4 Opt: 4}	E: 6.	22
M ₄	D: {Comp: 4 Opt: 4}	D: {Comp: 4 Opt: 4}	D: 6.	22
B. Com.	9 (Optional)	9 (Optional)	C: 2 (Arithmetic.)	20 + 2 (VE)

P. S: (+2) Means Library work in the class noted in the bracket.

A Teacher Hits Out.

By SRI P. C. BHATIA*

The term teacher is a high sounding one, but in common parlance it merely means a low paid and overworked educated labourer, who possesses sound character, wide knowledge, good habits and a big head, but no belly. The onerous and important duty and the responsibility of bringing children physically, intellectually and morally, are thrown on his shoulders even though the children may be living most of the time with their parents under demoralising influences, enjoying exciting foods, seeing glamorous films, listening to depraved songs, attending parties and balls and indulging in fashions and luxuries. And if, as a result of their outside school influences, they go astray, it is the poor teacher who is held responsible for this.

An average Indian teacher does not educate children. He is not required to do so. He just thinks the heads of the children are hollow and goes on filling them with bits of knowledge. He just crams the knowledge in, slams and jams it there, blows and cuffs it in, fills and kicks it to keep it there, still there is more to follow. Again there is the usual:

Ram it in, cram it in, jam it in, damn it in,
Rag it in, tag it in, hoot it in, shoot it in.

He presses, pours, pushes, plunges and shuts the knowledge in. But there is more and more of it. He gets desperate and bumps, thumps, beats, knocks, raps, whips, squashes, rushes, crushes, dashes and slashes the knowledge in their heads. Things vanish down some crack in the heads of the children, and there are more things to follow. Again he flings, jerks, tosses, whacks, crowds, prods, pulls, dumps, drives, hammers and batters the knowledge in their hollow heads. And the process goes on *ad infinitum*.

The sort of hammering in of knowledge is a difficult job. The teacher cannot even keep a cane in the classroom—not even as an indication that the cane might be used, even though it will not be used. Children keep an up-to-date knowledge of the laws regulating a teacher's conduct in the class. They, as it were, walk into the classroom, with a copy of the Educational Code in their pockets, ready to fling it in the face of the teacher should he happen to forget in the midst of his teaching that his hands are tied by the Code and that he cannot allow himself to be carried away by the unscholarlike laziness and criminal-like neglect of studies on the part of the students, however great be the provocation. There is only one way left to him to show his wrath to his children to get work out of them, and that is a sort of a contortionist's

* From—The Punjab Teachers' Journal.

trick. This facial gymnastic consists in being able to put on a sour face, harden the features, contract furrows on the forehead, make the eyes redhot and look daggers at the boys, stiffen the veins at the back of the neck, allow the lower lip to be bitten by the teeth, make the voice harsh, and groan as if he were in great agony. Then when the atmosphere of the class is surcharged with grim seriousness, and he has been able to drive home to the boys the thing he wanted to pour into their heads, he passes on to relax the muscles of his face, puts on a smile, brings affection to shine in his eyes, and speaks in soft pleasing voice to reassume normally and reassure goodwill on the part of the teacher for the boys. Thus it goes on period after period, day after day, in the life of the teacher. In this art he is as expert as an actress in swinging her body at every step, giving a push to the folds of her shimmering luxurious sari with the toes of her high heeled shoes, in order to produce the effects sufficient enough to kill at hundred yards.

That is not all. Morning and evening classes, societies and clubs, duties at games and sports, scouting and dramatic performances, marking attendances, collecting fees, preparing and tabulating results, issuing and receiving library books, make confusion worse confounded. It is the teacher to whose lot fall acts of social and public service at fairs, festivals, floods, famines, earthquakes, census operations, black-outs, spreading adult literacy and village uplift.

Nights find him busy again. He has to go through piles upon piles of exercise books over the tops of which he can hardly see God. And the expression of his face undergoes the same changes as it does while he is busy in the class-room during the day time.

Any Tom, Dick and Harry, any rascal of a fellow, any ignoble, ill-reputed person of dubious character, any foolish or nonsense fellow who can claim guardianship over a student thinks himself superior to the teacher, and competent enough to criticise him, offers him advice on the art of teaching and shower a handful of abuse on the teaching methods, practices and prevailing morals among the young ones, and laxity of discipline both at school and in their homes.

His position at the time of inspection is rather humiliating. The funniest thing is that the worth of a teacher is to be judged not by the amount of work he has put in, but by the ability of boys to answer a given set of questions dictated by the whims of the Inspectors, on a particular occasion. The inspection is a sort of a struggle on the part of the inspecting staff, to find out the maximum number of defects of the teacher, by over-awing, disturbing or frightening the boys, or by trying to mislead them to wrong answers by confusing or side-tracking them.

Is Teaching A Profession ?

By MR. H. E. DREWY.

The ancient pedagogue was a slave, the mediæval schoolmaster a subordinate churchman or an incompetent in other trades, the colonial schoolmaster too often an indentured servant or an overworked orthodox clergyman, the nineteenth-century teacher a transient seeking to bridge the gap into business, law, or medicine. To a limited extent the twentieth century has seen the development of the teacher as an expert in psychology, sociology and education, but the experts climb to "higher" positions, leaving the ordinary teacher at a so-called lower level with a meagre salary and a mediocre social position.

Both law and medicine inherited similar traditions of mediocrity. In the Middle Ages the medical man imitated Galen, preyed upon the poor and ignorant with his own ignorance, and proved himself to be helpless against the plagues that harassed humanity. The lawyer was generally mistrusted by our colonial ancestors, and his social position was little better than that of the disbarred attorney of our day.

The methods by which law and medicine were lifted to dignity were adopted and administered by the members of these professions, who formed a closed corporation and defended themselves by building up and maintaining their own standards and ethics. Legal support came after the organized efforts of practitioners, not before.

Teachers, however, have done little as a body to make teaching a true profession. Elementary and high school teachers are usually regarded as belonging to separate categories, and have failed to find a common ground on which they can build a profession. There is a wider gap between the one-room rural school teacher and the exalted university professor with his Ph. D. degree than there is between the finished interne and the M. D. or the small town lawyer and the Supreme Court Justice. This is an inexcusable anachronism which must be rooted out. Teaching can never become a real profession until we destroy forever such mistaken ideas as these : that the high school teacher deserves a higher salary than the elementary teacher because he teaches older children ; that the rural teacher is "promoted" when she secures a position in the graded school in town ; that degrees are more important than skills in teaching ; that the academic teacher is more important than the music teacher, etc. The State may set up standards that will lead in the direction of making teaching a profession, but the genuine self-determined standards which grow out of unity in the aims of all the teachers everywhere are far more important than any State regulations.

Teachers might adopt the methods of skilled trades and attempt to gain their ends by collective bargaining, as they now do in many cities, through teacher unions. Although such efforts have met with some success, the great variety in teaching positions in various sections of the country

make it improbable that teachers can ever successfully organize on a national scale. Public opinion would offer strong opposition to such a movement, and the "transitional" teacher would fight against the closed shop to the bitter end.

But instead of adopting the methods of the skilled trades, would it not be more expedient to utilize the methods of the learned professions which have won out after severe struggles against public apathy and indifference? Why not find out what a profession really is, then set out to court public approval of standards proposed and enforced by themselves?

For a job or trade to become a profession, at least three requirements must be met: (1) specialized skills must be acquired, and only those with the required skills must be admitted to membership; (2) the "professor" with his acquired skills, must be dedicated for the major part of life-time to the service of humanity; and (3) though these skills may be recognised by the State they must be determined, asserted, and supported by the profession itself.

Skill in medicine or law is recognized by an enlarged practice and additional compensation. Teaching skill is rarely even nominally recognized. In fact its presence is always open to question. Hence teachers are forced to take what society is willing to give.

By way of contrast with our professions it may be pointed out that degrees are of less importance in medicine or law than they are in teaching. Advanced degrees are given, but in selecting a lawyer or doctor, the citizen rates proved skill above the possession of any degree, above that of M. D. or LL. B.

In teaching the situation is quite different. The pursuit of degrees is too often undertaken without thought of improvement in skill, but only to get the stamp of approval, increased recognition, and perhaps a larger salary. The tendency of the layman to make light of teaching degrees or even to be suspicious of them is not hard to understand, and is even to some extent justified. As long as degrees are given for reasons extraneous to genuine skill this public feeling will persist and will hamper the progress of teaching as a skilled art or science. If research degrees are to be justified, why not parallel them with equally dignified degrees awarded on the basis of demonstrated skill in the process of which all education is maintained—teaching?

By all the rules of a profession, the primary teacher's training should be at least equivalent to that of any teacher at any level. If teaching is to become a true profession, the primary teachers' social position and salary should be about equivalent to that of a Ph. D. professor at the graduate level.

It is not the purpose of this article to specify methods which may be employed to test and refine skill in teaching. The significant point is that this must be done if teaching is to be recognized as a profession. It seems reasonable to hope that some means of measuring teaching skill may be devised by the teachers themselves. If this task could be accomplished at the

various levels by impartial methods, there is little doubt that the public would demand honours and a higher salary for the skilled teacher, and would likewise demand exposure and elimination of incompetent teachers.

Teaching can never become a real profession until those who prepare for teaching are willing to devote years of service to this field of work, while constantly seeking to improve in skill, knowledge, and understanding.

One of my boyhood friends was the son of our family physician. When I inquired of him what his father did when not caring for patients, the answer came in two words: "he studies." Study for the teacher does not necessarily mean attendance at summer classes in the university or teachers' college—it means rather continuous effort to develop those interests that are supposedly a part of the teacher's equipment. If ever an occupation gave opportunity for such development, teaching does. The summer months are vacation months for most teachers; months in which they may travel, attend classes, read at home, or experiment in a variety of ways under ideal conditions. Yet thousands of teachers ignore all these opportunities and engage in activities that offer them no chance to improve in knowledge or skill.

The heavy turnover in teaching positions not only prevents teaching from being respected as a profession should be, but it penalizes children who are subjected to a variety of unsettling changes and interruptions at school. Probably in no other modern civilized nation is the turnover so great as in the United States. The National Survey of Secondary Education in 1932 reported that 40 per cent of our rural teachers are "new" every year. In 1930—31 one out of every 4.8 teachers was "new." The turnover was somewhat less for the junior high school. It was much less in cities over 100,000 and still less for the senior high school. The figures given were mere averages, and do not disclose the traditional small-town situation in which because of a few personal complaints, almost an entire teaching corps may be dismissed and reconstituted to suit a vulnerable board of education. Few states have adequate tenure laws, and only the larger cities are protected against ruinous changes every few years.

Improved standings and greater stability of teaching as a profession is also dependent upon a more careful selection of prospective teachers. Contrary to conditions in Europe, only a few tentative attempts have been made in the United States to select teachers who show promise of being able to acquire a real teaching ability. What happens in a typical college or university situation is that students take two years of college work, or complete the junior college. Then following the lines of least resistance, and feeling that teaching degrees at least offer some hope of employment, they join the ranks of prospective teachers and take the required courses. If they seek elementary positions or teaching positions in rural schools, they are usually with the minimum training required for state certification.

Conditions of this sort militate against the development of teaching as a profession capable of guaranteeing approved skill and permanency of tenure

to its members, Vigorous efforts to overcome these handicaps should be made by organized teachers for their own benefit as well as for the welfare of public education.

Finally, the essence of a true profession is dignity, in the "stuffed shirt" sense, but dignity that arises from self-imposed standards both ethical and practical.

What can be done to provide this dignity? Nothing, unless teachers collectively are willing to close the profession to outsiders whose interests are not in teaching, nothing, again, unless those who hold the occupation at the trade level are slated for elimination.

The writer proposes for the "purge":

1. Those who over-sentimentalize about teaching. Such teachers use the plea that they ask nothing for the children. This is a noble sentiment, but to the public it often seems like hypocrisy.

2. Those who talk and act as though teaching were a job rather than a profession. They are "school keepers." In the class-room they fall back on their own experiences and imitate what was done to them, to avoid trouble in the community. They are afraid of new ideas, afraid of parents, afraid of the school board, afraid of everything.

3. Those who use teaching as a transitory profession. They are always ready to jump at the first chance to escape, and they should be encouraged.

4. Those who have sidelines in order to piece out a living. They are half teachers on full pay.

5. Those who get "solid" with the community by displaying every kind of civic talent except the one essential talent—good teaching.

6. Those who consider themselves martyrs and act as if they have given up all hope in life for the cause. They nurse grievances and pity themselves. They are poor martyrs and hopeless teachers.

To meet a practical problem with a practical solution, teachers should undertake the task of building a closed profession by using the agencies they have already set up. The steps in the required nation-wide process need careful planning and a recognition of the fact that "Rome was not built in a day."

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Gleanings.

The Best Function of Education Centres.

"The fact is, we have a feeble human interest in our own country. We love to talk about politics and economics: we are ready to soar into the thin air of academic abstractions, or roam in the dusk of pedantic wildernesses, but we never care to cross our social boundaries and come to the door of our neighbouring communities personally to enquire how they think and feel and express themselves, and how they fashion their lives.

"The love of man has its own hunger for knowing. Even if we lack this concerning our fellow beings in India, except in our political protestations, at least love of knowledge for its own sake could have brought us close to each other. But there also we have failed and suffered. For weakness of knowledge is the foundation of weakness of power. Until India becomes fully distinct in our mind, we can never gain her in truth and where truth is imperfect love can never have its full sway. The best function of our education centres is to help us to know ourselves; and then along with it the other mission will be fulfilled which is to inspire us to give ourselves.

"What has given such enormous intellectual power to Europe is her co-ordination of minds. She has evolved a means by which all countries of that continent can think together. Such a great concert of ideas, by its own pressure of movement, naturally wears away all her individual aberrations of thought and extravagances of unreason. It keeps her flights of fancy close to the limits of reticence. All her different thought rays have been focussed in one common culture which finds its complete expression in all the European universities.

"The mind of India, on the other hand, is divided and scattered: there is no one common pathway along which we can reach it. We cannot but look with regret at the feebleness of stimulation in our academic training for the forming of our mind which in co-operation of knowledge and sympathy may comprehend the larger mind of the country. The most important object of our educational institutions is to help each student to realize his personality, as an individual representing his people in such a broad spirit, that he may know how it is the most important fact of his life for him to have been born to the great world of man.

"We in India are unfortunate in not having the chance to give expression to the best in us in creating intimate relations with the powerful peoples of the world. The bond between the nations to-day is made of the links of mutual menace, its strength depending upon the forces of panic, and leading to an enormous waste of resources in a competition of browbeating and bluff. Some great voice is waiting to be heard which will usher in the sacred light of truth in the dark region of the nightmare of politics. But we in India have not yet had the chance. Yet we have our human voice which truth demands. Even in the region where we are not invited to act we have our

right to judge and to guide the mind of man to proper point of view, to the vision of ideality in the heart of the real."

(From the Convocation Address of Dr. Rabindranath Tagore
at the Gurukula University, Kangri)

The Remedy For Unemployment.

"The cause of unemployment among the educated classes is not due to the bad system of education. The problem is not only Indian, it is world-wide. Society has either no need for educated persons or we are producing undesirable material. The second thing asked is that we are not giving them the education which would render them fit for society. The second proposition cannot be correct. The system of education is not bad in this country after all, as I see from my personal experience in America, England and other countries. The teachers in the secondary schools in foreign countries are not better paid than our teachers. Better pay is only a relative term.

"The remedy for the unemployment problem, cannot be had through magic. It can only be done by a long-term programme and policy of industrialisation. The going back to the villages will be worse, the cult of *khaddar* is still worse. The unemployment problem cannot be solved unless we tackle it radically. We cannot tackle it properly unless the Government take up the subject.

"The cause of education in this country cannot flourish by any method of control. Our leaders, Hindus and Moslems, look to the past, taking pride in our civilization. It is pride in our superstition rather than in our achievement. We must utilize the laws of nature. We must exploit nature. This is the gospel of nature and this is the gospel of science. This requires an unemotional approach to the problem.

It is very difficult for the public to have an unemotional approach to any problem—much more so in the case of educational problems. We wish all of us could have the detachment of the scientist in considering the problems of public utility.

(From the address of Dr. Meghnad Saha, the great scientist, in
the Hoogly Mohsin College Hall.)

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Summary Statement—Adult Education, 1939—40*
* Proceedings of the Sixth Meeting of the Central Advisory Board of Education in India.

Province	Schools and classes.	Li-brary.	Reading rooms.	Enrol-ment.	Number rendered literate.	Grants-in-aid Rs.	Volun-tary con-tributions	Adult education work left to private agencies in view of limited finance.
Madras	251	....	....	11,926	....	....	....	50% of the classes disappeared due to reduction in grant and only 25 % rendered literate at the end of 1939-40.
Bombay.	2336	....	....	56,000	13,200	86,560	....	....
Bengal	10,000	....	....	1,50,000	....	....	....	....
United Provinces	915	768	3600	....	2,79,604	Rs. 36 to 96 per private library opened in rural areas.	....	2,09,736 Hindi and Urdu books supplied to the libraries.
Punjab	3,897	....	....	1,06,473	50,779	22,800	....	7,200 weeklies to Reading rooms per week.
Bihar	18,878	4,000	....	11,68,325	4,13,482	1,80,510	19,490	4,150 Magazines to Reading rooms per month.
								Education Department supplied free of cost primers and follow-up literature to the classes.
								2,000 weekly newspapers in Hindi, Urdu and Bengali were supplied to the libraries, also news-sheets.

Province	Schools and classes.	Library.	Reading rooms.	Enrolment.	Number rendered literate.	Grants-in-aid Rs.	Voluntary contributions	
Central Provinces & Berar.	5	44	...	...	...	...	...	...
Assam	...	...	...	...	...	...	...	...
North-West Frontier provinces	243	...	...	3,501	3,000	6,000	...	No village libraries.
Sind	1,709	2	...	60,159	29,995	20,000	1,61,193	Books, charts and slates etc., were supplied to the various centres. In some districts moving libraries have been opened to make the work permanent.
Orissa	907	...	...	21,737	19,870	...	...	No funds for establishing travelling and circulating libraries, proposal to publish and supply fortnightly news bulletin.
Ajmir-Marwar Coorg	2 1	...	...	...	...	...	...	Run by the Better-Living Society and Managed by one teacher.

Principal K. S. Vakil.

NOTES.

EDUCATION IN C. P. & BERAR.

The Report on the state and progress of Education in the Central Provinces and Berar for 1939-1940, received from the Director of Public Instruction, gives us useful information regarding primary and adult education in the province. Wastage and stagnation persist in boys' schools, and wastage is attributed chiefly to economic causes. A very large proportion of children in village schools belong to the labouring and agricultural classes, and they are too poor to purchase slates and books. Extreme poverty obliges them to leave the school when they are old enough, to help their parents in earning their livelihood. Stagnation is generally due either to irregular attendance or inefficient teaching or both. The report observes that unless free education is introduced throughout the Province and more effective teaching is insisted on, improvement is bound to be slow.

CONDITIONS OF SERVICE.

The conditions of service in non-Government primary schools, the report observes, continued to be depressing. One District Inspector reports that only 7.6 per cent of district council teachers get more than Rs. 20 even after their whole service, and the rest of them, salaries from Rs. 12 to 15. This has created an atmosphere of gloom and lethargy, and teachers evince little interest in their work, which has led to low standards of teaching. Some of the district reports show that local bodies recruit untrained men on still lower pay with a view to effecting economy. Educational administration of district councils is also worsened by the large number of transfers of teachers.

ADULT SCHOOLS.

The report observes that the Provincial Government had sanctioned a scheme for the establishment of 50 adult schools, and some were started by local bodies, which received a grant of Rs. 40 per mensem, per school. But it has been found that few of these schools are working satisfactorily. During the year under report, 7 colleges and 30 high schools opened adult classes which were attended by 669 pupils. The expenditure on these

classes was met from the amalgamated fund and subscriptions. The report states that the educative value of these adult classes has yet to be assessed.

VIDYA MANDIRS.

During the year under review, the Government accepted 90 plots of land for Vidya Mandirs, two of which were found large enough to support two Vidya Mandirs each. A sum of Rs. 17,243 was spent on the equipment of Vidya Mandirs with craft implements, raw materials and suitable furniture, in conformity with the Zakir Hussain syllabus. Considerable enthusiasm in the villages was in evidence in the beginning, but the enrolment had waned subsequently for reasons which have been found to be more or less economic in nature. Attempts have been made to overcome initial handicaps incident to a new scheme, and the Government have been making necessary adjustments in the light of experience gained to give the scheme a practical and useful shape.

ADULT EDUCATION.

We invite the attention of our readers to the Summary Statement on Adult Education for 1939—1940 appearing elsewhere, which has been extracted from the proceedings of the Central Advisory Board of Education and sent to us for publication by our esteemed Contributor, Principal K. S. Vakil.

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2. **The Coronation English Readers**: Edited by J. C. Rollo, M.A. Published by B. G. Paul & Co., Madras. Primer—As. 5, Books, I, II, III and IV—As. 6, 8, 10 and 12 respectively. New Series.

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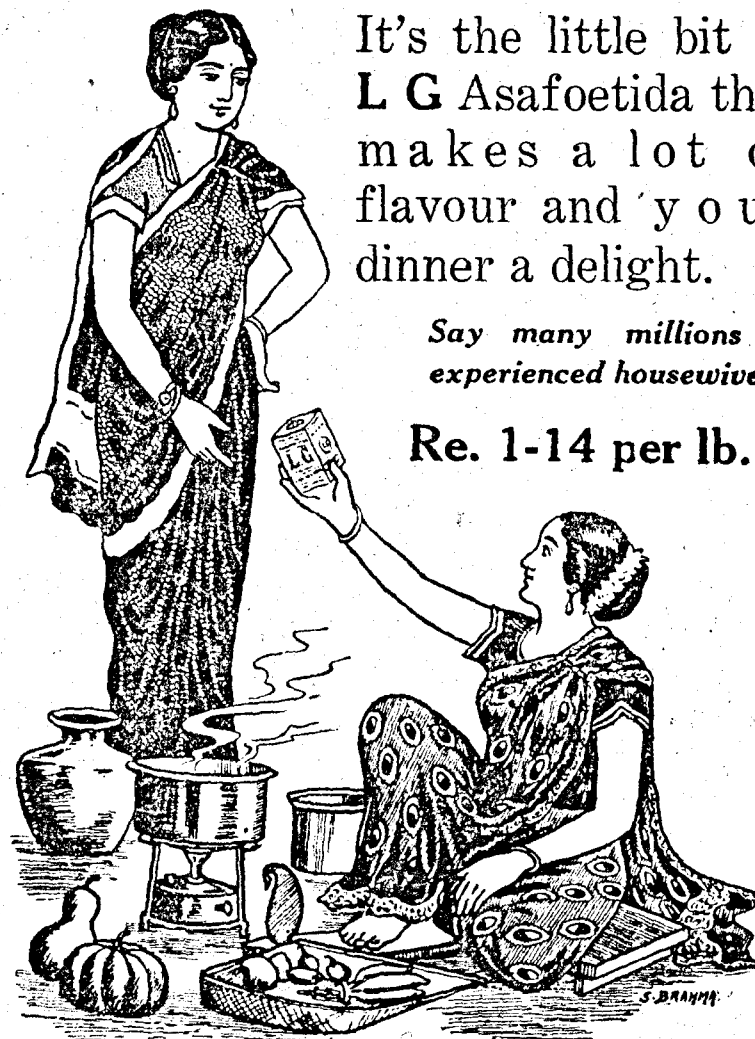
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